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ABSTRACT

This study assessed the impacts on 58 schools and 379 on-site visitation team members participating in a Wisconsin Secondary Vocational Education Program Evaluation during three years, 1978-80. To accomplish this, a methodological mix was chosen, so that impacts could be documented quantitatively through questionnaire data, and qualitatively through case studies. Findings of the study showed that participation of schools in an evaluation changed the vocational education program of most schools. Serving on an on-site evaluation team changed the way in which most vocational educators did their work. The study also showed that for most effect, evaluation findings must be discussed and acted upon within three months in a series of specially called, structured meetings with the local vocational education coordinator, district administrator, principal, and vocational staff participating. Several implications were inferred at the local level (impact traced to enthusiasm of people, necessity for a local vocational education coordinator); state level (facilitation of articulation); and national level (justification of expenditures for evaluative research in vocational education at the national level). (KC)

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IMPACTS ON SCHOOLS AND TEAM MEMBERS OF PARTICIPATING IN A WISCONSIN SECONDARY VOCATIONAL EDUCATION PROGRAM EVALUATION, 1978-80

by

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August, 1981

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IMPACTS ON SCHOOLS AND TEAM MEMBERS OF PARTICIPATING IN A WISCONSIN SECONDARY VOCATIONAL EDUCATION PROGRAM EVALUATION, 1978-80

by

Elizabeth Klitzke

A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

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With a Major in

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Chapter 1

INTRODUCTION

Overview

This study assessed the impacts on 58 schools and 379 On-Site Visitation team members of participating in a Wisconsin Secondary Vocational Education Evaluation during three years, 1978-80. To accomplish this, a methodological mix was chosen, so that impacts could be documented quantitatively through questionnaire data, and qualitatively through case studies.

Quantitative data were collected through 495 questionnaires; 116 were sent to Local Vocational Education Coordinators (LVECs) and 379 were sent to On-Site team members. Evaluation participants were surveyed on 14 impact areas. Two kinds of utilization were identified, decision-making and discussion; respondents rated the degree of impact from both kinds of utilization. Questions were asked about the people involved in making the change (impact), the situation in which decisions for change took place (informal to formal), and when the impact occurred.

Qualitative data were collected through 8-10 interviews conducted at each of 6 secondary schools, chosen by geographic location and size of school. Utilization of findings and impacts were then described in 6 case studies, highlighting multiple points of view involved in decision-making and discussion. A draft copy of the appropriate case study was sent to each LVEC. His reaction is included with each case study, constituting a field validation of the draft. A content analysis was then performed for each case study; impacts were described in a holistic approach.

Findings of the study showed that participation of schools in an evaluation changed the vocational education program of most schools. Serving on an On-Site Evaluation changed the way in which most vocational educators did their work. The study also showed that for most effect, evaluation findings must be discussed and acted upon within three months in a series of specially called, structured meetings with the LVEC, district administrator, principal, and vocational staff participating.

Several implications were inferred, at local, state, and national levels:

- Local. When the evaluation was effective, the impact could be traced to the commitment and enthusiasm of people, especially the LVEC. The current trend for many schools to drop the services of an LVEC requires an administrative directive to specify a person knowledgeable in vocational education to coordinate the utilization process, so that implementation of evaluation recommendations is accomplished.
- State. The commonality of evaluation experiences produced professional interaction throughout the state. Since there was a mix of people involved, articulation was facilitated. A state level effort is needed to communicate how evaluation findings were utilized so that periodic articulation is further stimulated.
- National. The depth and multiplicity of impacts identified in this statewide study show that changes from evaluation of vocational education are measurable and positive. Therefore, this study can be used to justify expenditures in evaluative research of vocational education at the national level.

Vocational educators working closely with the Wisconsin Secondary Vocational Education Evaluation Project over the last three years have frequently observed impacts on schools and on-site visitation team members that were not stated as part of the formal goals and objectives of the project. The frequency of such observations led the author to attempt to document unspecified impacts, as well as changes linked to the specified purpose of the evaluation. In order to understand the significance of the results of participation in an evaluation, however, it is necessary to look briefly at the stated goals and objectives.

Background of the Study

The vocational program evaluation process and instrumentation was designed to provide outcome data for three administrative levels of vocational education: (1) to assist in program improvement at the local level, (2) to provide data for statewide planning by the Department of Public Instruction, and (3) to ensure accountability of federal and state funds and satisfy the federal mandate of evaluation within a five-year cycle.

Broadly stated, the three major goals of the evaluation project are stated below:

Major Goal One: to determine the effectiveness of the management of the comprehensive vocational education program. (The comphrehensive program includes senior occupational preparation courses, sequence and exploratory levels). This goal is further subdivided to assess five management areas of the comprehensive program:

- Needs Assessment
- Goals and Planning
- Implementation
- Product
- Evaluation

Major Goal Two: to determine the effectiveness of the occupational preparation courses in the various vocational education disciplines: agriculture, business education, marketing and distributive education, health occupations, home economics, and industrial education. This goal is further subdivided to determine:

- If occupational preparation courses are preparing students for work and/or post secondary training
- If courses are current
- If courses are comprehensive
- If efforts have been made to reduce role stereotyping
- If articulation occurs, both in-school and between school and community

Major Goal Three: to determine the effectiveness of the sequence and exploratory levels. This goal is further subdivided to determine whether sequence and exploration courses are:

- Relevant
- Adequate
- Available to a wide range of students

As additional background information for understanding the impacts of participation in an evaluation, it is useful to be aware of the three phases of the evaluation.

Phase I. SELF EVALUATION. Evaluation data are collected from staff and administration, occupational preparation and sequence vocational graduates of one and three years, employers of occupational preparation and sequence graduates, advisory committee members, current students, and special needs staff. A Self Evaluation Report is prepared by the school at the end of this phase.

Phase II. EXTERNAL EVALUATION. A visitation team composed of a team leader and four to ten team members spend 2½ days analyzing the Self Evaluation Report, interviewing program staff, and studying on-site documents. Evaluation assignments include the five management areas outlined in Major Goal One, the six discipline areas outlined in Major Goal Two and services to special needs students. Each evaluator writes a report which is compiled into an On-Site Team Visitation Report.

Phase III. IMPLEMENTATION OF EVALUATION FINDINGS. Using findings from the Self Evaluation and On-Site Team Visitation Reports, the local school develops short and long range plans for program improvement. Implementation of these plans is begun. (Dale, 1980)

The study of impacts which occurred as a result of participating in a vocational evaluation is an outgrowth of the implementation phase. Schools utilized evaluation findings from Phases I and II to make decisions about program improvements and to fulfill state and federal regulations for funding. Schools and team members also utilized findings

in unexpected ways that ranged farther than direct program decisions. It is the investigation of these specified and unspecified impacts that forms the basis of this study.

Statement of the Problem

In general terms, the problem can be stated as follows: What were the impacts on schools and on-site visitation team members of participating in a Wisconsin Secondary Vocational Education Evaluation? In more specific terms, the problem can be stated as two sub-questions:

1. What were the impacts on vocational education programs in 58 schools which completed the Self Evaluation and On-Site Visitation phases of the evaluation during fiscal years 1978, 1979 and 1980? What utilization did schools make of evaluation findings?

2. What were the impacts on 379 vocational educators of participating as team members in one or more on-site visitations during fiscal years 1978, 1979, and 1980?

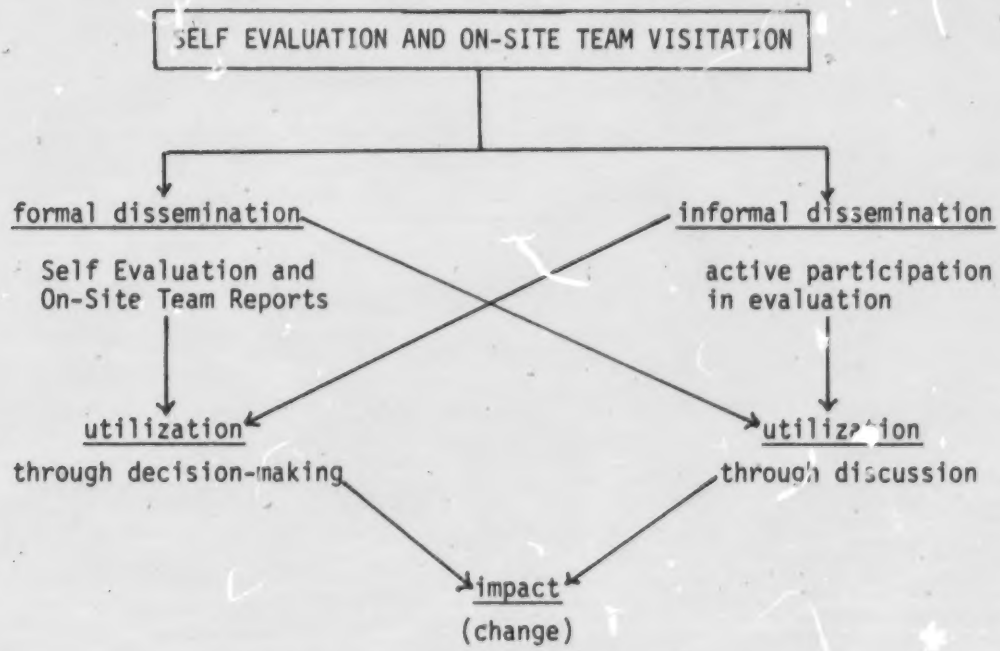
Definition of Terms

So that the following terms may be understood in the context of this study, definitions are presented below:

- Dissemination: the distribution of evaluation findings from the Self Evaluation and On-Site Team Reports to appropriate decision-makers and information users. Informal dissemination occurs through active participation in the evaluation process.
- Utilization: the practical use of evaluation findings through decision-making or discussion processes.
- Impact: one or more changes which were made in a vocational program.

Interrelationships of the three terms are shown in Figure 1. The assumption is that dissemination and utilization are necessary for impact to occur. The route from dissemination to impact may follow a direct formal or informal path, or it may cross over from informal dissemination to formal utilization (through decision-making) to impact, or from formal dissemination to informal utilization (through discussion) to impact.

Figure 1



Chapter 2

RELATED LITERATURE

Evaluation Underutilization

After the evaluation data are collected, analyzed and reported; after the evaluators have gone home, then what? What happens to the results and outcomes of that evaluation? Is it possible to show that the evaluation had an impact on that program or school? Unfortunately, evaluation literature is replete with examples of nonutilization of evaluation studies. Reports of ignored or disregarded evaluations contribute to an overall sense of dissatisfaction with the lack of usefulness and impact of evaluations.

"Evaluation is one of the most widely discussed but little used processes in today's educational systems" (Worthen and Sanders, 1973). Alkin, et al (1979) talk of a consensus in the literature that there has been little impact of evaluative research on program decision-making.

A study by Alkin (1974) of the impact of evaluation on decision-making in forty-two ESEA Title VII programs tried to relate characteristics of the evaluation to reported evaluation impact. "At the federal level...we found no evidence that evaluations were in fact used for ...summative decisions."

In most literature, utilization of evaluation is defined as occurring "when there is an immediate, concrete, and observable effect on specific decisions and program activities resulting directly from evaluation research findings" (Patton, 1978). Weiss (1972) concurs: "Evaluation research is meant for immediate and direct use in improving the quality of social programming." She goes on to state that "a

review of evaluation experience suggests that evaluation results have generally not exerted significant influence on program decisions."

Utilization Redefined

With such agreement in the literature that evaluation studies are not used in decision-making, the question arises: how do you recognize the presence or absence of utilization? Patton (1975) conducted followup studies on 20 federal health evaluations. He attempted to assess the degree to which these evaluations had been used, and to identify factors that affected varying degrees of utilization. He talked directly to users of the evaluation research; how did they define utilization? He asked two questions:

1. What was the impact of this evaluation study on the program?
2. Did this evaluation have any nonprogram impacts?

Findings showed that 78 percent of responding decision-makers felt the evaluation had an impact on the program; 80 percent felt the evaluation had nonprogram impacts.

The difference between this positive example of utilization and the many examples in evaluation literature of nonutilization lies in the definition of utilization. Utilization defined as decision-making, results in immediate, direct, and concrete change on program decisions. In an additional definition, utilization is seen as a gradual influence on administrative perceptions; it emphasizes the interactions of people and situations in an evaluation process. This discussion view of utilization defines impact more in terms that are meaningful to the participants of the evaluation, and less in terms of rapid, decisive, direction-changing decisions.

In order to outline more clearly the differences between decision-making and discussion forms of utilization, characteristics of the two definitions are presented as follows:

Utilization through Decision-Making	Utilization through Discussion
• Utilization focuses on the results of the program, is objective-based. (Spirer, 1980)	• Utilization focuses on the dynamics of the program while the program is in process. It uncovers unanticipated outcomes. (Spirer, 1980)
• Quantitative data, in experimental setting is most important. Statistical comparisons are made. (Alkin, 1979; Adams, 1980)	• Qualitative observations are most important. Interpersonal dynamics of utilization are studied. (Alkin, 1979)
	• Utilization recognizes complex problems; it focuses on broader networks and systems. The effects from research are seen as subtle, highly individualized in different settings, evolving in an interactive pattern with many other forces. (Adams, 1980)
• The written evaluation report is most important. The use of evaluation information is to reduce uncertainty in decision-making. (Alkin, 1979)	• Evaluation information may be transmitted informally in conversations. Uses of evaluation information include: . Decision-making . Substantiating prior decisions . Altering attitudes surrounding the program (Alkin, 1979)
• The major impact of the evaluation is on concrete decisions. (Patton, 1978)	• The evaluation is used as one piece of information that feeds into a slow, evolutionary process of program improvement. Evaluation impacts in ripples, not waves. (Patton, 1978)

In summary, utilization through decision-making is more objective, quantitative, statistical, certain, and concrete. Utilization through discussion, by comparison, is more unanticipated, qualitative, dynamic, complex, informal, and subtle.

The Political Nature of Evaluation Research

The decision-making view of utilization assumes a linear, rational, scientific model that is above and beyond political perception or persuasion. The discussion definition of utilization contends that evaluation research is a highly political process from initial conceptualization to ultimate utilization (Patton, 1978). The political process is not limited here to global issues, but includes day-to-day activities out of which programs and studies evolve as politics.

Patton outlines six factors that support the political nature of the evaluation process:

1. The fact that people are involved in evaluation research makes it a political process.
2. The fact that classification systems and categories are involved in evaluation make it a political process. Value orientations, specialized interests, and subjective perceptions affect the nature of the data collected.
3. The fact that empirical data are involved in evaluation research makes it a political process. Data always require interpretations. Interpretation is only partially a logical, deductive process; it is also a value-laden, political process.
4. The fact that actions and decisions are the desired result of evaluation research makes it a political process. Evaluation research is just one input into the complex system of programmatic and organizational functioning. Weighting those inputs is a political activity.

5. The fact that programs and organizations are involved makes evaluation a political process. There is conflict both within organizations and between organizations, conflicts over the distribution of resources, status, power. One of the weapons employed in these organizational conflicts is information.

6. The fact that information is involved in evaluation research makes it a political process. Information leads to knowledge, knowledge reduces uncertainty, reduction of uncertainty facilitates action, action is necessary to the accumulation of power. (Patton, 1978)

The Personal Factor

In their study of 20 federal health evaluations, Patton and his colleagues asked respondents to comment on how each of eleven factors had affected utilization of their study.[1] Respondents were also asked to "pick out the single factor you feel had the greatest effect on how this study was used."

Only two factors emerged consistently to explain utilization. The first was the political context discussed in the previous section; the second factor to emerge was unexpected and did not appear as any of the eleven previously identified factors.

> "Time after time the factor they identified was not on our list. Rather, they responded in terms of the importance of individual people..." (Patton, 1978)

---

[1]Eleven factors identified from literature by Patton: Methodological quality, methodological appropriateness, timeliness, lateness of report, positive/negative findings, surprise of findings, central/peripheral program objectives evaluated, presence/absence of related studies, political factors, government-evaluator interactions, and resources available for the study.

Whenever one of the specific literature factors was identified as important in utilization, it was in the context of political considerations or the personal factor.

> "The personal factor refers to the presence of an identifiable individual or group of people who personally cared about the evaluation and the information it generated. Where the personal factor was absent, there was a correspondingly marked absence of evaluation impact. The personal factor represents the leadership, interest, enthusiasm, determination, commitment, aggressiveness, and caring of specific, individual people.
>
> "Where the personal factor emerges, where some individual takes direct, personal responsibility for getting the information to the right people, evaluations have an impact. Where the personal factor is absent, there is a marked absence of impact." (Patton, 1978)

Information Users

If Patton's findings about the personal factor are to be taken seriously, then focusing on the people who can use information is essential. First of all, it means identifying relevant decision-makers and information users. This does not mean to target evaluations at organizations.

> "Organizations do not consume information; people do -- individual, idiosyncratic, caring, uncertain, searching people...to target evaluations at organizations is to target them at nobody in particular -- and in effect, not to really target the evaluation at all." (Patton, 1978)

Second, identifying information users by formal position and authority is only a partial guide. A passive, disinterested person in a high decision-making position may have less interest in utilizing evaluation results than an enthusiastic, committed person in a lower level. This will not occur, however, if the person at the lower level does not receive the evaluation information.

Third, the most valuable information with the highest potential for utilization is information that directly answers the questions of

those persons identified as decision-makers and information users. Evaluation information may be carefully collected, analyzed and reported, but if that data answers questions that the information users do not consider relevant to their situation, the utilization may be shelved.

Analytic Framework for Explaining Utilization

Alkin has developed an analytic framework for explaining utilization, as an outgrowth of five case studies which evaluated ESEA Title I and Title IV-C programs. He suggests that the degree of utilization is not determined by mere chance, but is associated with certain characteristics of the evaluation situation. These characteristics have been systematized, thus the following eight categories form his framework for explaining utilization:

Category 1. Preexisting evaluation bounds.

Bounds may be contextual (characteristics of surrounding community or issues within the school), mandatory (requirements of federal or state agencies), and fiscal (budgetary considerations).

Category 2. Orientation of the users.

Users' expectation for evaluation can influence utilization.[2] Preferred forms of information also vary with different users. Many people are uncomfortable with quantitative data and will need assistance before using it.

Category 3. Evaluator's Approach.

The way the evaluator goes about his/her task will influence the utilization of the evaluation information.

---

[2]See Patton (1978) about information users, page 13.

The development of a sense of rapport between the evaluator and important users will influence utilization.[3]

Category 4. Evaluator Credibility.

The believability of an evaluation depends on the extent to which the evaluation agrees with other information known to the user; the user's assessment of the adequacy of the evaluation procedures, and often the user's trust in the evaluator.[4]

Category 5. Organizational Factors.

Individual school sites, district or organization, state education agencies all influence utilization.

Category 6. Extraorganizational Factors.

Community relationships to the program, the school, or the district are important considerations in utilization.

Category 7. Information Content and Reporting.

There may be multiple reports which emphasize qualitative as well as quantitative data. A variety of display techniques can be used; oral presentations can disseminate information. The substance of evaluation information should be tailored to the users' specific concerns and questions about the program.

Category 8. Administrator Style.

- Administrative and organizational skills (the administrator's ability "to get things done") can be a vital factor in whether evaluation information is utilized.
- Initiative (the willingness to take charge, the ability to originate or act on new ideas) is especially important where evaluation findings recommend program changes. (Alkin, 1979)

---

[3]See section on The Personal Factor, page 12 (Patton, 1978).

[4]Ibid.

Constraints Which Limit Use of Evaluation Results

Weiss defines utilization in the decision-making form as immediate, direct action. She takes a more research oriented position as she identifies five constraints which limit the use of evaluation results:

1. Evaluator's perception of his/her role.

   In an academic orientation, the evaluator perceives that his/her job is to conduct the study and analyze data, but not to recommend action. The evaluator's abdication of this task often means that nobody does it. A "middleman" role to serve as a link between applied researchers and decision-makers needs to be developed.

2. Organization's resistance to change.

   - Feasibility: organizations tend to find the status quo a contentedly feasible state. Changing organizational practices takes money, management effort and time, requires changing habits of staff, retraining of staff, and in some cases employment of new people.
   - Acceptability: revisions in program may cause changes in relationship to outside groups.
   - Idealogy: organizations have idealogical commitments which may override any recommendations coming from an evaluation.

3. Inadequate dissemination of evaluation results.

   In order for any use to occur, evaluation results must be communicated in various forms, such as: reports, information briefs, abstracts of evaluation reports, annotated bibliographies, presentations at conferences.

4. Gap between evaluation findings and action recommendations.

   If the evaluator proceeds to analysis of likely consequences, good and bad, of alternative courses he/she recommends, he/she has moved his/her contributions as an evaluator into the realm of being a participant in the decision-making process.

5. Effect of "little effect."

> One of the most serious impediments to putting evaluation results to use is their tendency to show that the program has had little effect. (Weiss, 1972)

Evaluation literature presents many examples of nonutilization; therefore, a redefinition of utilization has been made. The political nature of evaluation and the importance of individual initiative are seen to be critical elements of utilization.

Chapter 3

METHODOLOGY

Research Method and Techniques

Patton describes two opposing and competing paradigms of evaluation measurement and design; and suggests that one paradigm is dominant over the other:

> The dominant paradigm emphasizes experimental design, quantitative data, sophisticated statistical techniques, is deductive, and aims at prediction of social phenomena.
>
> The alternate (or naturalistic) paradigm emphasizes qualitative data, holistic analysis, detailed description derived from close contact with the targets of the study, is inductive, and aims at understanding of social phenomena. (Patton, 1978)

In a more recent book, Patton now suggests that the issue is no longer one of the dominant versus the alternative paradigm. It is not that one approach is intrinsically better or more scientific than the other, but that different methods are appropriate for different situations. (Patton, 1980) For this study, a variety of data collection techniques has been used.

In selecting a method to identify impacts on schools and team members of participating in a Secondary Vocational Education Evaluation, a strategy was needed which could (1) document utilization of evaluation findings in various impact areas, and (2) describe broad networks and systems of secondary vocational education. Evaluation theory often suggests a single, well-integrated comprehensive approach. However, in the real world of program evaluation, it may be necessary and

desirable to mix different types of measurement, design and analysis. (Patton, 1980)

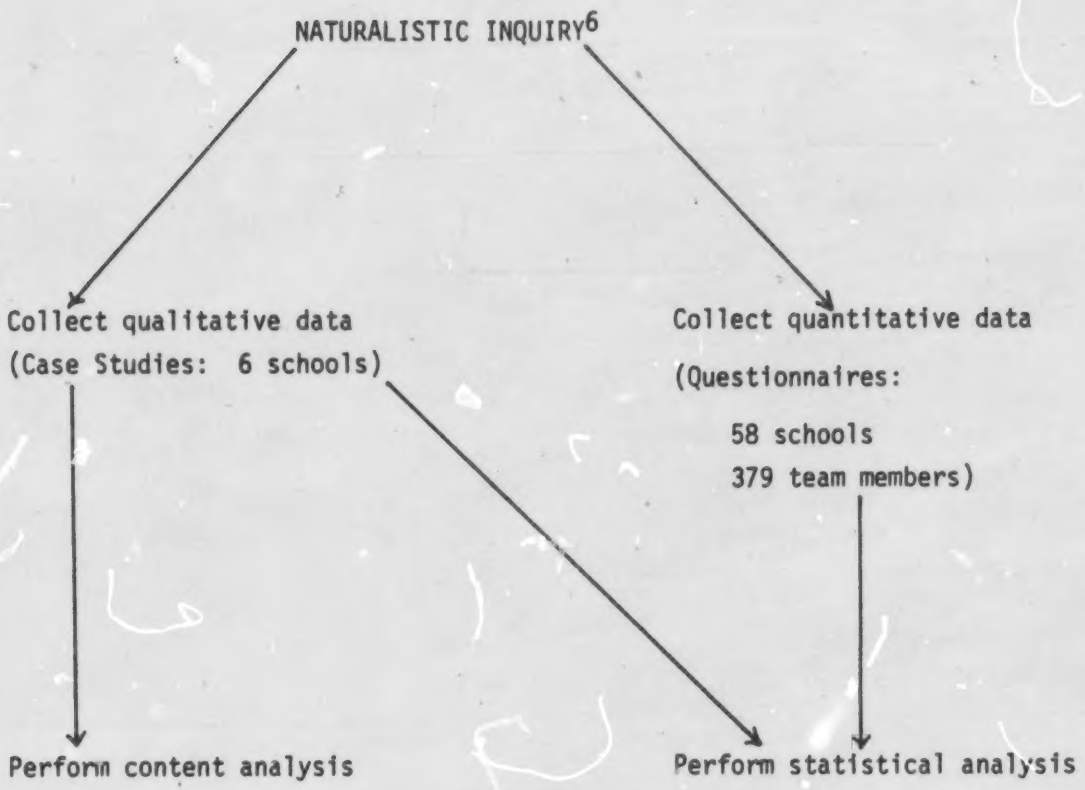
Using Patton's description of the rational and naturalistic paradigms of evaluation measurement, a methodological mix was designed. The intent was to use a naturalistic approach[5] to illuminate quantitative data about evaluation utilization and impact. The rationale for combining methods was that each paradigm complemented the other, so that impacts could be documented quantitatively and described qualitatively. A methodological mix can be achieved through triangulation, or "the combination of methodologies in the study of the same phenomena or programs...this can mean using both quantitative and qualitative strategies to study the same program." In this study, triangulation is accomplished through (1) data triangulation (the use of a variety of data sources, and (2) methodological triangulation (the use of multiple methods to study a single program). The naturalistic paradigm forms the basis for the methodological mix with strategies for collecting and analyzing both quantitative and qualitative data. Figure 2 outlines this methodological mix. (Patton, 1980)

---

[5]Naturalistic methodology evolves from two assumptions: that there are multiple points of view in an evaluation, including the evaluator's; and that schools are striving for rational decision-making from these multiple points of view. Naturalistic methodology attempts to describe this complexity in a holistic approach; the evaluator's role is seen as clarification, uncovering of alternatives, unobstrusive.

Figure 2

Methodological Mix



[6]Adapted from Patton, 1980.

Data Collection

In order to answer questions in the statement of the problem, the following data were needed:

- dissemination How were evaluation findings distributed? formally? informally?
- utilization Did practical use of findings occur? in direct decision-making? in discussion? What people and situations were involved? When did utilization take place?
- impacts Did change (impact) occur with utilization? What was the degree of impact?

The study sample consisted of three groups:

- LVECs at the 58 Wisconsin secondary schools which had completed the Self Evaluation and On-Site Team Visitation phases during fiscal years 1978, 1979, and 1980.
- Three hundred seventy-nine individuals who had participated in one or more On-Site Team Visitations during fiscal years 1978, 1979, and 1980.
- Approximately eight individuals (involved in the local vocational education program) at each of six secondary schools.

After a pilot test and subsequent revision, 495 questionnaires were mailed in mid-November, 1980:

- 58 questionnaires, asking for information about utilization of findings from the Self Evaluation and Team Reports, to the current LVEC at that school
- 58 questionnaires asking for information about impacts on schools of findings from the Self Evaluation and Team Reports, to the current LVEC at that school
- 379 questionnaires, asking for information about impacts on team members of participating in an On-Site Team Visitation, to all individuals who had served during fiscal years 1978, 1979, and 1980 (excluding Department of Public Instruction supervisors and Center for Vocational Technical and Adult Education consultants).

In order to encourage candid answers, the questionnaires were not coded. This resulted in considerable written comment; however, it prevented an accurate followup mailing. A second mailing was sent in January to all 58 schools, with additional copies of the first two

questionnaires and a plea for prompt return. The rate of return for questionnaires sent to schools stands at 79.5% A second mailing was not sent to team members because of the large quantity involved. The rate of return for the 379 questionnaires sent to team members stands at 77%, with no followup made.

Questionnaires were designed from a naturalistic perspective even though measurements were quantitative. An attempt was made to document (1) the utilization process, (2) whether impact occurred through decision-making or discussion, and (3) the interaction between people and situations which produced change (impact). Fourteen impact areas were studied for schools and team members.[7] The format for each area was the same; five basic questions were asked: (see Appendix, page 157 for samples)

1. Did the Self Evaluation and On-Site Visit have an impact on...? Possible answers were, "yes",[8] "no, but ideas were used in discussion"[9] and "no".
2. What was the degree of impact? Possible ratings ranged from 1 to 5 (1: no impact to 5: high impact)

---

[7]Impact areas for schools were: changing the role of the LVEC, vocational staff commitment, employer/advisory committee member participation, articulation, vocational guidance, adding/discontinuing capstone programs, special needs, adding equipment, role stereotyping, and placement services.

Impact areas for team members were: spin-off to home program, reciprocity between schools, statewide articulation in vocational education, and financial considerations.

[8]"Yes" responses were defined as impact through decision-making.

[9]"No, but ideas were used in discussion" responses were defined as impact through discussion.

3. What people were involved in making this change? Thirteen different people and groups were listed; respondents were instructed to check all that applied.

4. What was the situation in which the decision for change took place? Possible responses ranged from informal (unstructured, not scheduled and unstructured, scheduled) to formal settings (structured, not scheduled and structured, scheduled).

5. When did this change occur? Respondents could check five possible time-frames ranging from "within 3 months" to "after 2 years".

The selection of the six case study sites (from within the population of 58 schools) was made according to geographic location and size of school. Two schools each were chosen from small, medium, and large student populations. An effort was made to include the south-east, south-west, west-central, north and north-east areas of the state. No claims are made that the six case studies were representative of all 58 schools. The intent of gathering qualitative data was to illuminate impacts from the evaluation in 6 unique settings. People interviewed at each site were: the LVEC, district administrator, principal, 2 vocational staff members, 2 advisory committee members, and 2 school board members. (The actual number of interviews varied with each situation.)

Analysis of quantitative data involved percent of response, mean and standard deviation of the rating scale, correlation between percent of utilization and mean degree of impact, and a test of significance of that correlation. Content analysis for the case studies showed the uniqueness of each school; it also highlighted trends and patterns of impact between all 6 sites. A final analysis linked conclusions from questionnaire data to comments and trends in case study data.

Chapter 4
ANALYSIS OF DATA

Quantitative data from 495 questionnaires and qualitative data from 6 case studies provide documentation and description of the impacts of participating in a secondary vocational education evaluation. Data are presented in this chapter in both chart and narrative form. A consistent attempt has been made to identify the people, situations and time-frame involved in a particular impact, along with the degree of impact and percentage of utilization. Data are presented in the following four sections:

Utilization of Findings by School. Tables 1-10 look at how findings were used in the implementation process. Data about dissemination of findings, procedures for considering evaluation recommendations, setting priorities, and factors which limited or facilitated implementations of recommendations are included.

Impacts on Schools. Tables 11-20 show percentage of utilization, degree of impact, people involved in making the change, situations in which the decision for change took place, and time-frame for the following impacts:

- changing the role of the LVEC
- increased vocational staff commitment
- employer/advisory committee member participation
- articulation within school and between school and community
- vocational guidance
- add/discontinue capstone programs

- vocational special needs program
- adding equipment
- efforts to reduce role stereotyping
- placement services

Tables 21 and 22 show how schools rated the degree of impact of the overall evaluation and the balance of impact between evaluation phases. Table 23 shows how schools rated the importance of continuation of the evaluation cycle.

Impacts on Team Members. Tables 24 and 25 give descriptive data about team member status and the number of On-Site Visitations on which respondents had served. These team members are people from outside the school district; some had served on several teams. Tables 26-29 show percentage of utilization, degree of impact, people involved in making the change, situations in which the decision for change took place, and time-frame for the following impacts:

- spin-off to team member's home programs
- reciprocity between schools
- statewide articulation on vocational education
- financial considerations at team member's home school

Tables 30 and 31 rate the degree of impact on professional growth and change in practices as vocational educators. Table 32 rates the degree of impact on the development of a network of personal contacts in vocational education.

Case Studies. Qualitative data from 6 schools are presented in case

study format. Each case study is divided into 5 parts:

- Background. Size of the community and the high school, major employment opportunities in the area, dates of the On-Site Visitation, and any unique situations in that school.
- Utilization. Comments from interviewees concerning the utilization process.
- Impacts. Comments from interviewees concerning specific impact areas.
- LVEC reaction to the case study. A draft copy of each case study was sent to the LVEC at that school. The LVECs were asked to write their personal and professional reaction to the case studies as drafted.
- What was unique about evaluation impacts at...? The author's analysis of factors contributing to changes made at each school.

An effort has been made by the author to describe perceptions of utilization and impact from the viewpoints of many different people in each school. A single comment, taken alone, does not give the full dimension of impact. The reader is urged to look at utilization and impact in each school from a holistic view; that the total interaction of people, situations, and time-frame produce an impact unique for that school.

WHAT PERSON(S) DECIDED THE SCOPE OF DISTRIBUTION OF THE SELF EVALUATION AND TEAM REPORTS?*

TABLE 1

DISTRIBUTION OF SELF EVALUATION
AND TEAM REPORTS
N=58

	N	%	
LVEC	52	29	
District Administrator	36	20	69%
High School Principal(s)	36	20	
Vocational Teacher(s)	13	7	
Advisory Committee Member(s)	11	6	
School Board Member(s)	9	5	
Vocational Department Head(s)	8	4	
Guidance Staff	7	4	
Special Needs	6	3	

*Respondents were instructed to check all that apply.

Respondents indicated that the LVEC, district administrator, and the principal decided the scope of distribution of the Self Evaluation and Team Reports most frequently. The combined frequency of these three persons was 69 percent.

WERE ANY OF THE FOLLOWING ITEMS BARRIERS TO THE DISTRIBUTION OF SELF EVALUATION AND TEAM REPORTS?*

TABLE 2

BARRIERS TO DISTRIBUTION OF
SELF EVALUATION AND TEAM REPORTS

N=58

	N	%
Time Pressures	16	20
LVEC Time	11	14
Cost	7	9
School Board Support	5	6
Administration Support	5	6
Other	5	6
Vocational Staff Support	1	0
Inadequate Duplication (copying equipment in your school)	0	0
Omit	29	36

*Respondents were instructed to check all that apply.

Almost one third of the respondents omitted this item, indicating that they did not experience barriers to the distribution of Self Evaluation and Team Reports. Of those who did respond, time pressures and LVEC time were checked most often.

WHAT PERSON(S) ANALYZED, SUMMARIZED AND/OR CONDENSED THE FINDINGS OF THE SELF EVALUATION AND TEAM REPORTS?*

TABLE 3

ANALYSIS OF FINDINGS FROM
SELF EVALUATION AND TEAM REPORTS

N=58

	N	%	
LVEC	53	32	
Vocational Teacher(s)	25	15	62%
High School Principal(s)	25	15	
District Administrator(s)	19	11	
Vocational Committee Member(s)	15	9	
Advisory Committee Member(s)	9	5	
Special Needs Staff	9	5	
Guidance Staff	8	5	
School Board Member(s)	4	2	

*Respondents were instructed to check all that apply.

Respondents indicated that the LVEC, vocational teachers, and the principal analyzed, summarized and/or condensed the findings of the Self Evaluation and Team Reports most frequently. The combined frequency of these three persons was 62 percent.

WERE CONDENSED FINDINGS OF THE SELF EVALUATION AND TEAM REPORTS PRESENTED TO ANY OF THE FOLLOWING?*

TABLE 4

PRESENTATION OF CONDENSED FINDINGS

N=58

	N	%
Vocational Departments	49	22
Administration	45	21
School Board	45	21
Advisory Committees	39	18
News Media	30	14
Omit	6	3

*Respondents were instructed to check all that apply.

Respondents indicated that condensed findings of the Self Evaluation and Team Reports were presented most frequently to vocational departments, the administration, and the school board. Condensed findings were presented less often to advisory committees and news media.

WHAT PERSON(S) ADDRESSED THE MAJOR PROBLEMS HIGHLIGHTED IN THE SELF EVALUATION AND TEAM REPORTS?*

TABLE 5

MAJOR PROBLEMS IDENTIFIED IN
SELF EVALUATION AND TEAM REPORTS

N=58

	N	%	
LVEC	54	22	
Vocational Teacher(s)	37	15	64%
High School Principal(s)	33	14	
District Administrator	32	13	
Vocational Department Head(s)	25	10	
Advisory Committee Members	17	7	
Special Needs Staff	16	7	
School Board Member(s)	14	6	
Guidance Staff	13	5	

*Respondents were instructed to check all that apply.

Respondents indicated that the LVEC, vocational teachers, principal and district administrator addressed the major problems highlighted in the Self Evaluation and Team Reports most frequently. The combined frequency of these four persons was 64 percent.

WHAT PERSONS ADDRESSED THE STRENGTHS HIGHLIGHTED IN THE SELF EVALUATION AND TEAM REPORTS?*

TABLE 6

STRENGTHS IDENTIFIED IN SELF EVALUATION AND TEAM REPORTS

N=58

	N	%	
LVEC	53	24	
Vocational Teacher(s)	30	13	62%
High School Principal(s)	30	13	
District Administrator	27	12	
Vocational Department Head(s)	21	9	
Special Needs Staff	19	8	
Advisory Committee Member(s)	16	7	
Guidance Staff	14	6	
School Board Member(s)	14	6	

*Respondents were instructed to check all that apply.

Respondents indicated that the LVEC, vocational teachers, principal, and district administrator addressed the strengths highlighted in the Self Evaluation and Team Reports most frequently. The combined frequency of these four persons was 62 percent.

WHAT PERSON(S) PARTICIPATED IN DECIDING TO REJECT OR POSTPONE RECOMMENDATIONS FROM THE SELF EVALUATION AND TEAM REPORTS?*

TABLE 7

DECIDING TO REJECT OR POSTPONE RECOMMENDATIONS
FROM SELF EVALUATION AND TEAM REPORTS

N=58

	N	%	
District Administrator	41	24	
LVEC	40	23	63%
High School Principal(s)	28	16	
Vocational Teacher(s)	20	11	
School Board Member(s)	12	7	
Vocational Department Head(s)	12	7	
Special Needs Staff	9	5	
Advisory Committee Member(s)	5	3	
Guidance Staff	3	2	

*Respondents were instructed to check all that apply.

Respondents indicated that the district administrator, LVEC, and principal, decided to reject or postpone recommendations from the Self Evaluation and Team Reports most frequently. The combined frequency of these three persons was 63 percent.

WHAT PERSON(S) PARTICIPATED IN SETTING PRIORITIES BASED ON RECOMMENDATIONS FROM THE SELF EVALUATION AND TEAM REPORTS?*

TABLE 8

SETTING PRIORITIES BASED ON RECOMMENDATIONS
FROM SELF EVALUATION AND TEAM REPORTS

N=58

	N	%	
LVEC	50	22	
High School Principal	35	15	66%
District Administrator	34	15	
Vocational Teacher(s)	32	14	
Vocational Department Head(s)	21	9	
School Board Member(s)	18	8	
Advisory Committee Member(s)	17	7	
Special Needs Staff	10	4	
Guidance Staff	9	4	

*Respondents were instructed to check all that apply.

Respondents indicated that the LVEC, principal, district administrator, and vocational teachers were the most frequent participants in setting priorities based on recommendations from the Self Evaluation and Team Reports. The combined frequency of these four persons was 66 percent.

WHAT PERSON IS RESPONSIBLE FOR MONITORING THE IMPLEMENTATION OF RECOMMENDATIONS FROM SELF EVALUATION AND TEAM REPORTS?*

TABLE 9

MONITORING THE IMPLEMENTATION OF RECOMMENDATIONS FROM SELF EVALUATION AND TEAM REPORTS

N=58

	N	%
LVEC	48	41
District Administrator	21	18
High School Principal(s)	20	17
Vocational Department Head(s)	9	8
Vocational Teachers	8	7
School Board Member(s)	3	3
Special Needs Staff	2	2
Advisory Committee Member(s)	1	1
Guidance Staff	1	1

*Respondents were instructed to check all that apply.

Respondents indicated that the LVEC was responsible for monitoring the implementation of recommendations from the Self Evaluation and Team Reports most often (41 percent).

WHAT PERSON IS RESPONSIBLE FOR EVALUATING CHANGES RESULTING FROM IMPLEMENTATION OF RECOMMENDATIONS FROM SELF EVALUATION AND TEAM REPORTS?*

TABLE 10

EVALUATING CHANGES RECOMMENDED IN SELF EVALUATION AND TEAM REPORTS

N=58

	N	%
LVEC	49	45
High School Principal(s)	19	17
District Administrator	17	15
Vocational Department Head(s)	7	6
Vocational Teacher(s)	7	6
School Board Member(s)	3	3
Special Needs Staff	2	2
Advisory Committee Member(s)	1	1
Guidance Staff	1	1

*Respondents were instructed to check all that apply.

Respondents indicated that the LVEC was responsible for evaluating changes resulting from the implementation of recommendations from the Self Evaluation and Team Reports most often (45 percent).

Impacts on Schools

Ten impact areas were studied. Each table presents all responses pertaining to a single impact question (appearing at the top of each table). Quantitative data for each impact was consolidated onto one page, so that a holistic view could be obtained. This was done by categorizing responses in 5 sections. Looking at the interrelationships between those sections gives a more complete view of a particular impact. Each section is denoted on the table by a bullet (•).

- UTILIZATION/IMPACT. Number and percent of responses to the impact questions are listed ("yes," "no, but findings were used in discussion," and "no"). Total utilization is shown as the sum of "yes" and "no, but..." responses.

- DEGREE OF IMPACT. Number and percent of responses are shown separately for those answering "yes," and "no, but..."

- PEOPLE involved in making this change. Multiple checks are evident in this section for both the "yes," and "no, but..." group, illustrating how people contribute in different proportions, depending on the impact area.

- SITUATIONS in which decision for change took place. Number and percent of responses are listed for a range of informal (unstructured, not scheduled) to formal (structured, scheduled) situations. Groups are again separated by those who said, "yes" and "no, but..."

- TIME-FRAME of impact. Responses of when the impact occured are separated into "yes" and "no, but..." groups.

Role of the LVEC

Thirty one percent of the 58 respondents indicated that yes, there was an impact on changing the role of the LVEC; 55 percent indicated that there was no impact, but findings were used in discussion; 8 percent indicated that there was no impact; and no respondents omitted the item. Eighty six percent of those responding indicated that findings were utilized: 31 percent answering "yes, impact" and 55 percent answering "no, but ...".

Of those respondents who checked "yes, impact", 50 percent noted the degree of impact as moderate to high positive, 22 percent rated no impact, and 28 percent (5 respondents) rated the degree of impact as moderate to high negative. Of those respondents who checked "no, but ...", 16 percent rated the degree of impact as moderate to high positive and 84 percent rated no impact. No respondents rated the degree of impact as moderate to high negative in this group.

On an average, the "yes, impact" respondents checked more people than did the "no, but ..." respondents (3.17 people compared to 2.13 people). The "yes, impact" group checked the district administrator, school board, LVEC, and principal(s) more often proportionately than did the "no, but ..." group.

Respondents in the "yes, impact" group indicated that decisions for change took place most often in the unstructured, scheduled situation (i.e., regular staff meeting, no agenda). The "no, but ..." group indicated that decisions for change took place in unscheduled situations, either with or without an agenda.

Three to six months was the most frequent time-frame for the "yes, impact" group. Utilization continued after 2 years for the "no, but ..." group.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON CHANGING THE ROLE OF THE LVEC?

TABLE 11

ROLE OF THE LVEC

- UTILIZATION of findings

N	%	IMPACT N=58 N	%	
50	86	18	31	yes
		32	55	no, but findings were used in discussion
		8	14	no
		0	0	omit

- DEGREE OF IMPACT

	Yes N=18 N	%	No, but N=32 N	%
high positive	3	17	0	0
moderate positive	6	33	5	16
no impact	4	22	27	84
moderate negative	3	17	0	0
high negative	2	11	0	0

- PEOPLE involved in making this change

	Yes N=18 N	%*	No, but N=32 N	%*
District Administrator	18	100	17	53
School Board	13	72	12	38
LVEC	9	50	12	38
Principal(s)	9	50	10	31
Vocational Department Head(s)	2	11	4	12
Vocational Staff	3	17	3	9
Advisory Committee Member(s)	1	6	3	9
Guidance Staff	2	11	2	6
Special Needs Staff	0	0	2	6
Students	0	0	1	3
Employers	0	0	1	3
Outside Resource Person(s)	0	0	1	3
Total Checks	57		68	

- SITUATIONS in which decision for change took place

	Yes N=18 N	%*	No, but N=32 N	%*
unstructured, *not* scheduled	6	33	8	25
unstructured, scheduled	8	44	6	19
structured, *not* scheduled	1	6	9	28
structured, scheduled	5	28	6	19

- TIME-FRAME of impact

	Yes N=18 N	%*	No, but N=32 N	%*
within 3 months	4	22	6	19
3-6 months	11	61	8	25
6 months - 1 year	3	17	2	6
1-2 years	0	0	1	3
after 2 years	0	0	2	6

*Percents may equal more than 100% because of multiple checks.

Increased Vocational Staff Commitment

Fifty-three percent of the 58 respondents indicated that yes, there was an impact of increased vocational staff commitment; 26 percent indicated that there was no impact, but findings were used in discussion; 16 percent indicated that there was no impact; and 5 percent omitted the item. Seventy-nine percent of those responding indicated that findings were utilized: 53 percent answering "yes, impact" and 26 percent answering "no, but...".

Of those respondents who checked "yes, impact", 38 percent rated the degree of impact as considerable to high and 55 percent rated the impact as moderate. Of those respondents who checked "no, but...", 13 percent rated the degree of impact as considerable to high and 33 percent rated the impact as moderate.

Over 2½ times as many total people were involved in the group that responded "yes, impact", as the group that responded "no, but...". The categories of LVEC and vocational staff were checked most frequently (94 percent of the time) by the "yes, impact" group. The "no, but..." group showed less variance in frequency of people checked.

Respondents in the "yes, impact" group checked the structured, not scheduled situation (i.e., called meeting, with agenda) most frequently (58 percent of the time). The "no, but..." group checked the structured, scheduled situation (i.e., School Board meeting) only 13 percent of the time.

Thirty-nine percent of the "yes, impact" group indicated that impact occured within 3 months. Respondents in the "no, but..." group checked the categories of within 3 months and 3-6 months in equal frequencies.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON INCREASED VOCATIONAL STAFF COMMITMENT (INVOLVEMENT) TO THE LOCAL VOCATIONAL EDUCATION PROGRAM?

TABLE 12

INCREASED VOCATIONAL STAFF COMMITMENT

- UTILIZATION of findings: N = 46, % = 79

IMPACT N=58	N	%
yes	31	53
no, but findings were used in discussion	15	26
no	9	16
omit	3	5

- DEGREE OF IMPACT

	Yes N=31		No, but N=15	
	N	%	N	%
high	1	3	0	0
considerable	11	35	2	13
moderate	17	55	5	33
little	1	3	7	47
none	0	0	0	0

- PEOPLE involved in making this change

	Yes N=31		No, but N=15	
	N	%*	N	%*
LVEC	29	94	10	67
Vocational Staff	29	94	7	47
Principal(s)	19	61	8	53
Vocational Dept. Heads	15	48	5	33
District Administrator	13	42	7	47
Guidance Staff	10	32	4	27
School Board	8	26	4	27
Advisory Committee Member(s)	8	26	4	27
Special Needs Staff	2	6	5	33
Employers	4	13	1	7
Students	2	6	0	0
Outside Resource Person(s)	0	0	0	0
Total Checks	139		55	

- SITUATIONS in which decision for change took place

	Yes N=31		No, but N=15	
	N	%*	N	%*
unstructured, *not* scheduled	12	39	4	27
unstructured, scheduled	14	45	7	47
structured, *not* scheduled	18	58	4	47
structured, scheduled	8	26	2	13

- TIME-FRAME of impact

	Yes N=31		No, but N=15	
	N	%*	N	%*
within 3 months	12	39	5	33
3-6 months	9	29	5	33
6 months - 1 year	10	32	3	20
1-2 years	0	0	0	0
after 2 years	0	0	0	0

*Percents may equal more than 100% because of multiple checks.

Employer/Advisory Committee Member Participation

Forty one percent of the 58 respondents indicated that yes, there was an impact on improved employer/advisory committee member participation; 34 percent indicated that there was no impact, but findings were used in discussion; 22 percent indicated that there was no impact; and 2 percent omitted the item. Seventy five percent of those responding indicated that findings were utilized: 41 percent answering "yes, impact" and 34 percent answering "no, but ...".

Of those respondents who checked "yes, impact", 42 percent rated the degree of impact as considerable to high and 42 percent rated the impact as moderate. Of those respondents who checked "no, but ...", 5 percent rated the degree of impact as considerable to high and 30 percent rated the impact as moderate.

The categories of LVEC, vocational staff, and advisory committee members were checked proportionately more often by the "yes, impact" group. On an average, 4.12 people were checked by the "yes, impact" respondents as compared to 2.85 people checked by the "no, but ..." group.

Respondents in the "yes, impact" group indicated that decisions for change took place most often in the structured, not scheduled situation (i.e., called meeting, with agenda). The "no, but ..." group indicated that decision for change took place most often in the unstructured, scheduled situation (i.e., regular staff meeting, no agenda) and the structured, not scheduled situation (i.e., called meeting, with agenda).

Impact occured for the "yes, impact" group most often in 3-6 months. The "no, but ..." group indicated that utilization occured most often within 3 months and from 3-6 months.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON IMPROVED EMPLOYER/ADVISORY COMMITTEE MEMBER PARTICIPATING?

TABLE 13

EMPLOYER/ADVISORY COMMITTEE MEMBER PARTICIPATION

- UTILIZATION of findings

N	%
44	75

IMPACT N=58

N	%	
24	41	yes
20	34	no, but findings were used in discussion
13	22	no
1	2	omit

- DEGREE OF IMPACT

	Yes N=24 N	Yes N=24 %	No, but N=20 N	No, but N=20 %
high	1	4	0	0
considerable	9	38	1	5
moderate	10	42	6	30
little	4	17	10	50
no	0	0	2	10

- PEOPLE involved in making this this change

	Yes N=24 N	Yes N=24 %*	No, but N=20 N	No, but N=20 %*
LVEC	20	83	13	65
Vocational Staff	18	75	11	55
Advisory Committee Member(s)	16	67	9	45
Vocational Dept. Head(s)	9	38	7	35
Principal(s)	10	42	5	25
District Administrators	9	38	6	30
School Board Member(s)	7	29	3	15
Employer(	4	17	2	10
Guidance Staff	2	8	1	5
Special Needs Staff	2	8	0	0
Students	1	4	0	0
Outside Resource Person(s)	1	4	0	0
Total Checks	99		57	

- SITUATIONS in which decision for change took place

	Yes N=24 N	Yes N=24 %*	No, but N=20 N	No, but N=20 %*
unstructured, *not* scheduled	4	17	1	5
unstructured, scheduled	8	33	7	35
structured, *not* scheduled	11	46	6	30
structured, scheduled	7	29	4	20

- TIME-FRAME of impact

	Yes N=24 N	Yes N=24 %*	No, but N=20 N	No, but N=20 %*
within 3 months	5	21	6	30
3-6 months	10	42	6	30
6 months - 1 year	8	33	2	10
1 - 2 years	1	4	0	0
after 2 years	0	0	0	0

*percents may equal more than 100% because of multiple checks

Articulation

Forty eight percent of the 58 respondents indicated that yes, there was an impact of improved articulation within the school and between school and community; 22 percent indicated that there was no impact, but findings were used in discussion; 21 percent indicated that there was no impact; and 9 percent omitted the item. Seventy percent of those responding indicated that findings were utilized; 48 percent answering "yes, impact" and 22 percent answering "no, but ...".

Of those respondents who checked "yes, impact" 29 percent rated the degree of impact as considerable to high and 60 percent rated the impact as moderate. Of those respondents who checked "no, but ...", 8 percent rated the degree of impact as considerable to high and 46 percent rated the impact as moderate.

The LVEC was very important to each group in improving articulation. Vocational staff was considerably more important to the "yes, impact" group than the "no, but ..." group. On an average, each respondent checked 5.89 people in the "yes, impact" group. The "no, but ..." respondents checked an average of 3.69 people.

Respondents in the "yes, impact" group indicated that decisions for change took place most often in the structured, not scheduled situation (i.e., called meeting, with agenda). The "no, but ..." group indicated that decisions for change took place most often in the unstructured, not scheduled situation (i.e., spontaneous, casual meeting).

Fifty seven percent of the "yes, impact" group indicated that impact occured within 3 months. The "no, but ..." group indicated that utilization occured most often between 3 months and 1 year.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON IMPROVING ARTICULATION WITHIN THE SCHOOL AND BETWEEN SCHOOL AND COMMUNITY?

TABLE 14

ARTICULATION

- UTILIZATION of findings

N	%
41	70

IMPACT N=58

N	%	
28	48	yes
13	22	no, but findings were used in discussion
12	21	no
5	9	omit

- DEGREE OF IMPACT

	Yes N=28 N	Yes N=28 %	No, but N=13 N	No, but N=13 %
high	1	4	0	0
considerable	7	25	1	8
moderate	17	60	6	46
little	2	7	6	46
no	0	0	0	0

- PEOPLE involved in making this change

	Yes N=28 N	Yes N=28 %*	No, but N=13 N	No, but N=13 %*
LVEC	26	93	11	85
Vocational Staff	25	89	5	38
Advisory Committee Member(s)	20	71	7	54
Principal(s)	20	71	6	46
District Administrator	15	54	7	54
School Board	14	50	4	31
Vocational Department Head(s)	13	46	3	23
Guidance	10	36	2	15
Employer(s)	10	36	1	8
Special Needs Staff	1	4	2	15
Outside Resource Person(s)	6	21	0	0
Students	5	18	0	0
Total Checks	165		48	

- SITUATIONS in which decision for change took place

	Yes N=28 N	Yes N=28 %*	No, but N=13 N	No, but N=13 %*
unstructured, *not* scheduled	10	36	4	31
unstructured, scheduled	13	46	6	19
structured, *not* scheduled	14	50	2	15
structured, scheduled	13	46	2	15

- TIME-FRAME of impact

	Yes N=28 N	Yes N=28 %*	No, but N=13 N	No, but N=13 %*
within 3 months	16	57	2	15
3-6 months	4	14	4	31
6 months - 1 year	8	29	4	31
1-2 years	0	0	1	8
after 2 years	0	0	0	0

*percents may equal more than 100% because of multiple checks

Vocational Guidance

Forty-eight percent of the 58 respondents indicated that yes, there was an impact of increased vocational guidance; 21 percent indicated that there was no impact, but findings were used in discussion; 21 percent indicated that there was no impact; and 10 percent omitted the item. Sixty-nine percent of those responding indicated that findings were utilized: 48 percent answering "yes, impact" and 21 percent answering "no, but...".

Of those respondents who checked "yes, impact", 40 percent rated the degree of impact as considerable to high and 50 percent rated the impact as moderate. Of those respondents who checked "no, but...", 8 percent rated the degree of impact as considerable to high and 17 percent rated the impact as moderate.

Over 3.4 times as many total people were involved in the group that responded "yes, impact", as the group that responded "no, but ...". The categories of guidance staff and LVEC were checked most frequently (86 percent of the time) by the "yes, impact" group. The "no, but..." group showed less variance in frequency of people checked.

Respondents in the "yes, impact" group checked the unstructured, scheduled situation (i.e., scheduled advisory committee meeting, no agenda) most frequently (41 percent of the time). The "no, but..." group checked the structured, not scheduled situation (i.e., called meeting, with agenda) 58 percent of the time.

Thirty-nine percent of the "yes, impact" group indicated that impact occured within 3 months. Respondents in the "no, but..." group checked the categories of within 3 months and 3-6 months in equal frequencies.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON THE VOCATIONAL GUIDANCE PROGRAM?

TABLE 15

VOCATIONAL GUIDANCE

• UTILIZATION of findings N	%	IMPACT N=58 N	%	
40	69	28	48	yes
		12	21	no, but findings were used in discussion
		12	21	no
		6	10	omit

• DEGREE OF IMPACT	Yes N=28 N	%	No, but N=12 N	%
high	3	11	0	0
considerable	8	29	1	8
moderate	14	50	2	17
little	3	11	8	67
no	0	0	1	8

• PEOPLE involved in making this change	Yes N=28 N	%*	No, but N=12 N	%*
Guidance Staff	24	86	9	75
LVEC	24	86	8	67
Principal(s)	18	64	6	50
District Administrator	15	54	5	42
Vocational Staff	10	35	2	17
Special Needs Staff	7	25	1	8
Vocational Department Head(s)	6	21	2	17
School Board Member(s)	6	21	0	0
Students	4	14	1	8
Outside Resource Person(s)	2	7	0	0
Advisory Committee Members	0	0	0	0
Employer(s)	0	0	0	0
Total Checks	116		34	

• SITUATIONS in which decision for change took place	Yes N=28 N	%*	No, but N=12 N	%*
unstructured, *not* scheduled	9	32	4	33
unstructured, scheduled	13	41	2	17
structured, *not* scheduled	10	31	7	58
structured, scheduled	9	28	4	33

• TIME-FRAME of impact	Yes N=28 N	%*	No, but N=12 N	%*
within 3 months	11	39	4	33
3-6 months	9	32	4	33
6 months - 1 year	4	14	0	0
1 - 2 years	2	7	2	17
after 2 years	2	7	0	0

*percentages may equal more than 100% due to multiple checks

Add/Discontinue Capstone Programs

Sixteen percent of the 58 respondents indicated yes, there was an impact on the decision to add Capstone programs; 3 percent indicated that yes, there was an impact on the decision to discontinue Capstone programs; 43 percent indicated that was no impact, but findings were used in discussion; 29 percent indicated that there was no impact; and 9 percent omitted the item. Sixty two percent of those responding indicated that findings were utilized: 16 percent answering "yes, impact", 3 percent answering "yes, discontinue" and 43 percent answering "no, but ...".

Of those respondents who checked "yes, add", 77 percent rated the degree of impact as considerable to high; of those who checked "yes, discontinue", 100 percent rated the degree of impact as considerable to high; and of those who checked "no, but ...", 24 percent rated the degree of impact as considerable to high.

The LVEC, district administrator, principal, and vocational staff were checked most frequently by the "yes, impact" and "no, but ..." group, with the exception that vocational staff was not included in the "yes, discontinue" group.

Respondents in the "yes, add" and "yes, discontinue" groups indicated that decisions for change took place more often in the structured, unscheduled situation (i.e., called meeting, with agenda). The "no, but ..." group indicated that decisions for change took place more often in the unstructured, scheduled situation (i.e., regular staff meeting, no agenda).

Impact occured most often at 1 - 2 years in the "yes, add" group, and at 6 months - 1 year in the "no, but ..." group.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON THE DECISION TO ADD/DISCONTINUE CAPSTONE PROGRAMS?

TABLE 16

ADD/DISCONTINUE CAPSTONE PROGRAMS

• UTILIZATION of findings N	%	IMPACTS N=58 N	%	
36	62	9	16	yes, add
		2	3	yes, discontinue
		25	43	no, but findings were used in discussions
		17	29	no
		5	9	omit

• DEGREE OF IMPACT	Yes, add N=9 %	Yes, discontinue N=2 %	No, but N=25 %
high	22	50	4
considerable	55	50	20
moderate	33	0	24
little	0	0	32
no	0	0	20

• PEOPLE involved in making this change

	Yes, add N=9 %*	Yes, disc N=2 %*	No, but N=25 %*
LVEC	77	50	80
District Administrator	54	100	68
Principal(s)	54	50	60
Vocational Staff	69	0	56
Advisory Committee Member(s)	46	0	52
School Board Member(s)	31	100	40
Vocational Department Head(s)	46	0	28
Guidance Staff	23	0	16
Employer(s)	15	0	16
Special Needs Staff	77	0	16
Student(s)	15	0	8
Outside Resource Person(s)	8	0	4
Total Checks	[59]	[6]	[111]

• SITUATIONS in which decision for change took place

	Yes, add N=9 %*	Yes, disc. N=2 %*	No, but N=25 %*
unstructured, *not* scheduled	23	0	28
unstructured, scheduled	23	50	56
structured, *not* scheduled	69	100	44
structured, scheduled	31	0	28

• TIME-FRAME of impact

	Yes, add N=9 %*	Yes, disc. N=2 %*	No, but N=25 %*
within 3 months	15	50	20
3-6 months	15	0	12
6 months - 1 year	15	50	52
1 - 2 years	23	0	0
after 2 years	0	0	0

*Percents may equal more than 100% because of multiple checks.

Special Needs

Thirty eight percent of the respondents indicated that yes, there was an impact on the vocational special needs program; 24 percent indicated that there was no impact, but findings were used in discussion; 29 percent indicated that there was no impact; and 9 percent omitted the item. Sixty two percent of those responding indicated that findings were utilized: 38 percent answering "yes, impact" and 24 percent answering "no, but ...".

Of those respondents who checked "yes, impact", 55 percent rated the degree of impact as considerable to high and 45 percent rated the impact as moderate. Of those respondents who checked "no, but ...", no respondent rated the degree of impact as considerable to high; 21 percent rated the impact as moderate.

The categories of LVEC, special needs staff, vocational staff, and principal(s) were all checked more often, proportionately, in the "yes, impact" group, than in the "no, but ..." group. Nearly three times as many people were checked in the "yes, impact" group as the "no, but ..." group (an average of 5.77 checks compared to 3.14 checks).

Respondents in the "yes, impact" group indicated that decision for change took place most often in structured, not scheduled situations (i.e., called meeting with agenda). The "no, but ..." group also indicated that decision for change took place in this type of situations, but in lower proportions.

While the time-frame of the "yes, impact" group extends after 2 years, the most frequent period is from 3-6 months. The "no, but ..." group checks all categories from 3 months to 1 year in equal frequencies.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON THE VOCATIONAL SPECIAL NEEDS PROGRAM?

TABLE 17

SPECIAL NEEDS

• UTILIZATION of findings N	%	IMPACT N=58 N	%	
36	62	22	38	yes
		14	24	no, but findings were used in discussion
		17	29	no
		5	9	omit

• DEGREE OF IMPACT

	Yes N=22 N	%*	No, but N=14 N	%*
high	3	14	0	0
considerable	9	41	0	0
moderate	10	45	3	21
little	1	4	9	64
no	0	0	1	7

• PEOPLE involved in making this change

	Yes N=22 N	%*	No, but N=14 N	%*
LVEC	22	100	9	64
Special Needs Staff	22	100	7	50
Vocational Staff	17	77	8	57
Principal(s)	17	77	5	36
District Administrator	13	59	6	43
Guidance Staff	11	50	5	36
School Board Member(s)	5	23	2	14
Vocational Department Head(s)	6	27	1	7
Student(s)	5	23	1	7
Outside Resource Person(s)	4	18	0	0
Advisory Committee Member(s)	3	14	0	0
Employers	2	9	0	0
Total Checks	127		44	

• SITUATIONS in which decision for change took place

	Yes N=22 N	%*	No, but N=14 N	%*
unstructured, *not* scheduled	12	55	5	36
unstructured, scheduled	11	50	1	7
structured, *not* scheduled	13	59	6	43
structured, scheduled	10	45	1	7

• TIME-FRAME of impact

	Yes N=22 N	%*	No, but N=14 N	%*
within 3 months	8	36	3	21
3-6 months	3	14	3	21
6 months - 1 year	6	27	3	21
1-2 years	5	23	0	0
after 2 years	1	5	0	0

*Percents may equal more than 100% because of multiple checks.

Adding Equipment

Thirty one percent of the 58 respondents indicated that yes, there was an impact of adding equipment to the vocational program; 24 percent indicated that there was no impact, but findings were used in discussion, 34 percent indicated that there was no impact; and 10 percent omitted the item. Fifty five percent of those responding indicated that findings were utilized: 31 percent answering "yes, impact" and 24 percent answering "no, but ...".

Of those respondents who checked "yes, impact" 44 percent rated the degree of impact as considerable to high and 61 percent rated the impact as moderate. Of those respondents who checked "no, but ...", no one rated the degree of impact as considerable to high and 14 percent rated the impact as moderate.

The categories of LVEC, principal, vocational staff, district administrator, school board, and advisory committee members were all checked more often, proportionately, by the "yes, impact" group. On an average, the "yes, impact" group indicated that 5.83 people were involved in making the change; the "no, but ..." group indicated that 2.5 people were involved.

Respondents in the "yes, impact" group indicated that decisions for change took place most often in structured situations, both not scheduled and scheduled. The "no, but ..." group indicated that decisions for change took place most often in the unstructured, scheduled situation (i.e., regular staff meeting, no agenda).

Impact occured most often for the "yes, impact" group within 3 months. The "no, but ..." group indicated utilization occurred most often 6 months to 1 year.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON ADDING EQUIPMENT TO THE VOCATIONAL PROGRAM?

TABLE 18

ADDING EQUIPMENT

- UTILIZATION of findings

N	%	IMPACT	N	%
32	55	yes	18	31
		no, but findings were used in discussion	14	24
		no	20	34
		omit	6	10

- DEGREE OF IMPACT

	Yes N=18 N	%	No, but N=14 N	%
high	2	11	0	0
considerable	6	33	0	0
moderate	11	61	2	14
little	0	0	11	79
no	0	0	1	7

- PEOPLE involved in making this change

	Yes N=18 N	%*	No, but N=14 N	%*
LVEC	17	94	7	50
Principal(s)	14	78	6	43
Vocational Staff	16	89	5	36
District Administrator	14	78	5	36
School Board	10	56	6	43
Advisory Committee Member(s)	12	67	2	14
Vocational Department Head(s)	9	50	3	21
Employer(s)	3	17	1	7
Outside Resource Person(s)	4	22	0	0
Guidance Staff	2	11	0	0
Special Needs Staff	2	11	0	0
Student(s)	2	11	0	0
Total Checks	105		35	

- SITUATIONS in which decision for change took place

	Yes N=18 N	%*	No, but N=14 N	%*
unstructured, *not* scheduled	6	33	2	14
unstructured, scheduled	8	44	5	36
structured, *not* scheduled	12	67	3	21
structured, scheduled	11	61	4	29

- TIME-FRAME of impact

	Yes N=18 N	%*	No, but N=14 N	%*
within 3 months	8	44	2	14
3-6 months	4	22	2	14
6 months - 1 year	4	22	5	36
1-2 years	2	11	0	0
after 2 years	0	0	0	0

*Percents may equal more than 100% because of multiple checks.

Role Stereotyping

Thirty four percent of the 58 respondents indicated that yes, there was an impact on efforts to reduce role stereotyping; 19 percent indicated that there was no impact, but findings were used in discussion; 36 percent indicated that there was no impact, and 10 percent omitted the item. Fifty three percent of those responding indicated that findings were utilized; 34 percent answering "yes, impact" and 19 percent answering "no, but ...".

Of those respondents who checked "yes, impact", 40 percent rated the degree of impact as considerable to high and 55 percent rated the impact as moderate. Of those respondents who checked "no, but ...", none rated the impact as considerable to high and 9 percent rated the impact as moderate.

The categories of LVEC, vocational staff, guidance and principal(s) were checked more often proportionately by the "yes, impact" group than the "no, but ..." group. On an average, the "yes, impact" group checked 5.45 people compared to an average number of checks of 2.63 for the "no, but ..." group.

Respondents in the "yes, impact" group indicated that decisions for change took place primarily in unstructured, scheduled situations (i.e., regular staff meeting, no agenda). The "no, but ..." group indicated that decisions for change took place most often in the unstructured, not scheduled situations (i.e., spontaneous, casual meeting).

Impact occured through 2 years for the "yes, impact" group and most often in the time span of 6 months to 1 year for the "no, but ..." group.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON EFFORTS TO REDUCE ROLE STEREOTYPING IN THE VOCATIONAL PROGRAM?

TABLE 19

ROLE STEREOTYPING

UTILIZATION of findings N	%	IMPACTS N=58 N	%	
31	53	20	34	yes
		11	19	no, but findings were used in discussion
		21	36	no
		6	10	omit

• DEGREE OF IMPACT

	Yes N=20 N	%	No, but N=11 N	%
high	3	15	0	0
considerable	5	25	0	0
moderate	11	55	1	9
little	2	10	9	82
no	0	0	1	9

• PEOPLE involved in making this change

	Yes N=20 N	%*	No, but N=11 N	%*
LVEC	20	100	5	45
Vocational Staff	16	80	6	55
Guidance Staff	16	80	4	36
Principal(s)	14	70	4	36
Vocational Department Head(s)	11	55	1	9
District Administrator	9	45	2	18
School Board Member(s)	3	15	3	15
Advisory Committee Member(s)	4	20	2	18
Outside Resource Person(s)	6	30	0	0
Special Needs Staff	4	20	1	9
Students	4	20	1	9
Employer(s)	2	10	0	0
Total Checks	109		29	

• SITUATIONS in which decision for change took place

	Yes N=20 N	%*	No, but N=11 N	%*
unstructured, *not* scheduled	4	20	5	45
unstructured, scheduled	14	70	2	18
structured, *not* scheduled	10	25	1	9
structured, scheduled	5	25	1	9

• TIME-FRAME of impact

	Yes N=20 N	%*	No, but N=11 N	%*
within 3 months	5	25	1	9
3-6 months	5	25	1	9
6 months - 1 year	4	20	3	15
1-2 years	6	30	1	9
after 2 years	0	0	0	0

*Percents may equal more than 100% because of multiple checks.

Placement Services

Twelve percent of the 58 respondents indicated that yes, there was an impact on placement services; 24 percent indicated that there was no impact, but findings were used in discussion; 55 percent indicated that there was no impact, and 9 percent omitted the item. Thirty-six percent of those responding indicated that findings were utilized: 12 percent answering "yes, impact" and 14 percent answering "no, but...".

Of those respondents who checked "yes, impact", 57 percent rated the degree of impact as considerable to high and 57 percent rated the impact as moderate. Of those respondents who checked "no, but...", no one rated the impact as considerable to high and 43 percent rated the impact as moderate.

The categories of LVEC, district administrator, vocational staff, and guidance staff were checked most frequently by the "yes, impact" group. In the "no, but..." group only the LVEC was checked as frequently. On an average, each respondent in the "yes, impact" group checked 6.14 people compared to 3.64 for each respondent in the "no, but..." group.

Respondents in the "yes, impact" group indicated that decisions for change took place most frequently in structured situations, both scheduled and not scheduled. The "no, but..." group indicated that decisions for change took place most frequently in structured, not scheduled situations (i.e., called meeting, with agenda).

Impact occurred most often for the "yes, impact" group within 3 months. The "no, but..." group indicated that utilization was most frequent in 3 to 6 months.

DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON PLACEMENT SERVICES FOR VOCATIONAL STUDENTS?

TABLE 20

PLACEMENT SERVICES

- UTILIZATION of findings

N	%
21	36

IMPACT N=58

N	%	
7	12	yes
14	24	no, but findings were used in discussion
32	55	no
5	9	omit

- DEGREE OF IMPACT

	Yes N=7 N	Yes N=7 %	No, but N=14 N	No, but N=14 %
high	0	0	0	0
considerable	4	57	0	0
moderate	4	57	6	43
little	0	0	7	50
no	0	0	0	0

- PEOPLE involved in making this change

	Yes N=7 N	Yes N=7 %*	No, but N=14 N	No, but N=14 %*
LVEC	7	100	10	71
District Administrator	5	71	6	43
Principal(s)	4	57	7	50
Advisory Committee Member(s)	4	57	5	36
Vocational Staff	5	71	6	43
Guidance Staff	5	71	5	36
Vocational Department Head(s)	4	57	3	21
Employer(s)	3	43	3	21
Students	2	29	3	21
Special Needs Staff	2	29	1	7
School Board Member(s)	1	14	2	14
Outside Resource Person(s)	1	14	0	0
Total Checks	43		51	

- SITUATIONS in which decision for change took place

	Yes N=7 N	Yes N=7 %*	No, but N=14 N	No, but N=14 %*
unstructured, *not* scheduled	2	29	3	21
unstructured, scheduled	2	29	3	21
structured, *not* scheduled	4	57	6	43
structured, scheduled	4	57	1	17

- TIME-FRAME of impact

	Yes N=7 N	Yes N=7 %*	No, but N=14 N	No, but N=14 %*
within 3 months	5	71	1	7
3-6 months	0	0	4	29
6 months - 1 year	2	29	3	21
1-2 years	0	0	1	7
after 2 years	0	0	1	7

*Percents may equal more than 100% because of multiple checks

WHAT WAS THE DEGREE OF IMPACT OF THE OVERALL EVALUATION (SELF-EVALUATION AND ON-SITE PHASES)?

TABLE 21
IMPACT OF OVERALL EVALUATION

N = 58

DEGREE OF IMPACT	N	%	
High	3	5	85%
Considerable	14	26	
Moderate	29	54	
Little	8	15	
No	0	0	

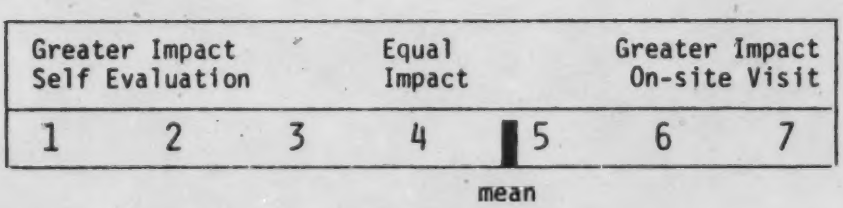
Over 3 out of 10 respondents indicated that the degree of impact of the overall evaluation was considerable to high. In addition, over half of the respondents indicated the degree of impact of the overall evaluation was moderate. Fifteen percent indicated little impact.

HOW WOULD YOU RATE THE BALANCE OF IMPACT BETWEEN THE SELF EVALUATION AND ON-SITE VISIT?

TABLE 22
BALANCE OF IMPACT BETWEEN EVALUATION PHASES

N = 58

%	Degree of Impact
57	Greater impact, on-site visit
21	Equal impact
15	Greater impact, self evaluation
7	Omit



Fifty-seven percent of the respondents rated the On-Site Visitation as having greater impact, 21 percent rated equal impact of both phases, and 15 percent rated the Self Evaluation as having greater impact.

WHAT IMPORTANCE DO YOU ATTACH TO THE CONTINUATION OF THE EVALUATION CYCLE?

TABLE 23
CONTINUATION OF THE EVALUATION CYCLE

N = 58

IMPORTANCE	N	%
Important, continue	35	64
Undecided	16	29
Not important, do not continue	4	7

Sixty-four percent of the respondents rated the continuation of the evaluation as important, continue; 29 percent were undecided; and 7 percent rated continuation as not important, do not continue.

Impacts on Team Members

TABLE 24

TEAM MEMBER STATUS

N=287

N	
45	Full team leader
206	Full team leader
17	Mini evaluator
14	DPI consultant
71	Management area
121	Discipline area
35	Special needs area

The composition of team member respondents is shown in Table 24. Respondents were instructed to "check all that apply." Most respondents were full-team discipline evaluators.

HOW MANY ON-SITE VISITATIONS (FULL AND MINI) HAVE YOU SERVED ON?

TABLE 25

NUMBER OF VISITATIONS

N	
192	one
54	two
23	three
7	four
6	five
5	six or more

The frequency of participation in On-Site Visitations is shown in Table 25. Most respondents have served on only one evaluation team, however one-third of the respondents have served 2 or more times.

Four impact areas were studied. Each table presents all responses pertaining to a single impact question (appearing at the top of each table). Quantitative data for each impact was consolidated onto one page, so that a holistic view could be obtained. This was done by categorizing responses in 5 sections. Looking at the interrelationships between those sections gives a more complete view of a particular impact. Each section is denoted on the table by a bullet (•).

- UTILIZATION/IMPACT. number and percent of responses to the impact questions are listed ("yes," "no, but findings were used in discussion," and "no"). Total utilization is shown as the sum of "yes" and "no, but..." responses.
- DEGREE OF IMPACT. Number and percent of responses are shown separately for those answering "yes," and "no, but..."
- PEOPLE involved in making this change. Multiple checks are evident in this section for both the "yes," and "no, but..." group, illustrating how people contribute in different proportions, depending on the impact area.
- SITUATIONS in which decision for change took place. Number and percent of responses are listed for a range of informal (unstructured, not scheduled) to formal (structured, scheduled) situations. Groups are again separated by those who said, "yes" and "no, but..."
- TIME-FRAME of impact. Responses of when the impact occured are separated into "yes" and "no, but..." groups.

Spin-off to Home Program

Twenty-nine percent of the 287 respondents indicated that yes, there was an impact on their home school program; 34 percent indicated that there was no impact, but findings were used in discussion; thirty percent indicated there was no impact; and 7 percent omitted the item. Sixty-three percent of those responding indicated that findings were utilized: 29 percent answering "yes, impact" and 34 percent answering "no, but...".

Of those respondents who checked "yes, impact", 26 percent rated the degree of impact as considerable to high and 71 percent rated the impact as moderate. Of those respondents who checked "no, but...", 4 percent rated the degree of impact as considerable to high and 59 percent rated the impact as moderate.

The category of vocational staff was checked most frequently (over 60 percent of the time) by both groups. The "yes, impact" group checked categories of principal, advisory committee member(s) and district administrator proportionately often than did the "no, but..." group. Both groups checked the category of LVEC in equal proportions.

Respondents in both groups indicated that decisions for change took place most often in unstructured, not scheduled situations. Both groups also indicate that decisions for change took place least often in structured, scheduled situations.

Impact occured for both groups most often within 3 months, with a sharp drop in percentage as more time elapsed after the evaluation.

DID SERVING ON AN ON-SITE VISITATION HAVE AN IMPACT ON YOUR HOME SCHOOL'S VOCATIONAL PROGRAM (I.E., SPIN-OFF FROM ON-SITE SCHOOL TO HOME PROGRAM)?

TABLE 26

SPIN-OFF TO HOME PROGRAM

UTILIZATION of findings N	%	IMPACT N=287 N	%	
183	63	83	29	yes
		98	34	no, but findings were used in discussion
		87	30	no
		19	7	omit

DEGREE OF IMPACT	Yes N=83 N	%	No, but N=98 N	%
high	3	4	0	0
considerable	18	22	4	4
moderate	59	71	58	59
little	3	4	31	32
no	0	0	1	1

PEOPLE involved in making this change	Yes N=83 N	%*	No, but N=98 N	%*
Vocational Staff	57	69	60	61
LVEC	43	52	52	53
Principal(s)	40	48	35	36
Advisory Committee Member(s)	40	48	31	32
District Administrator	37	45	27	28
Vocational Department Head(s)	28	34	32	33
Guidance Staff	16	19	23	23
Special Needs Staff	24	29	14	14
School Board Member(s)	20	24	14	14
Student(s)	17	20	13	13
Employer(s)	10	12	10	10
General/Academic Staff	10	12	9	9
Outside Resource Person(s)	8	10	7	7
Total Checks	350		327	

SITUATIONS in which decision for change took place	Yes N=83 N	%*	No, but N=98 N	%*
unstructured, not scheduled	45	54	60	61
unstructured, scheduled	41	49	31	32
structured, not scheduled	35	42	22	22
structured, scheduled	22	27	12	12

TIME-FRAME of impact	Yes N=83 N	%*	No, but N=98 N	%*
within 3 months	43	51	50	51
3-6 months	24	29	28	28
6 months - 1 year	14	17	11	11
1 - 2 years	4	5	2	2
after 2 years	0	0	0	0

*percents may equal more than 100% because of multiple checks.

Reciprocity Between Schools

Twenty-eight percent of the 287 respondents indicated that yes, there was an impact in developing reciprocity between schools in their region; 15 percent indicated that there was no impact, but findings were used in discussion; 54 percent indicated that there was no impact and 4 percent omitted the item. Forty-three percent of those responding indicated that findings were utilized: 28 percent answering "yes, impact" and 15 percent answering "no, but...".

Of those respondents who checked "yes, impact", 35 percent rated the degree of impact as considerable to high and 54 percent rated the impact as moderate. Of those respondents who checked "no, but...", 2 percent rated the degree of impact as considerable to high and 60 percent rated the degree as moderate.

The categories of LVEC and district administrator were checked most frequently by the "yes, impact" group, with the categories of vocational staff and principal following closely. The "no, but..." group checked categories of LVEC and vocational staff most frequently, with the district administrator checked half as often.

Respondents in both groups indicated that decisions for change took place most often in unstructured, not scheduled situations and least often in structured, scheduled situations.

Impact occured for both groups most often within 3 months, with impact occuring less frequently as more time elapsed from the evaluation.

DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT IN DEVELOPING RECIPROCITY BETWEEN SCHOOLS IN YOUR REGION (I.E., THE RELEASE OF VOCATIONAL STAFF MEMBERS TO SERVE AS ON-SITE EVALUATORS IN EXCHANGE FOR OTHER VOCATIONAL EDUCATORS COMING TO HOME SCHOOL FOR ON-SITE VISIT)?

TABLE 27

RECIPROCITY BETWEEN SCHOOLS

• UTILIZATION of findings N	%	IMPACT N=287 N	%	
122	43	80	28	yes
		42	15	no, but findings were used in discussion
		154	54	no
		11	4	omit

• DEGREE OF IMPACT

	Yes N=80 N	%	No, but N=42 N	%
high	4	5	0	0
considerable	24	30	1	2
moderate	43	54	25	60
little	5	6	11	26
no	0	0	1	2

• PEOPLE involved in making this change

	Yes N=80 N	%*	No, but N=42 N	%*
LVEC	47	59	22	52
Vocational Staff	40	50	20	48
District Administrator	46	58	11	26
Principal(s)	39	49	16	38
Vocational Department Head(s)	27	34	9	21
Advisory Committee Member(s)	8	10	9	21
Special Needs Staff	11	14	5	12
Guidance Staff	3	4	8	19
School Board Member(s)	6	8	2	5
Employer(s)	4	5	0	0
Outside Resource Person(s)	5	6	1	2
General Academic Staff	3	4	2	5
Student(s)	2	3	3	7
Total Checks	241		108	

• SITUATIONS in which decisions for change took place

	Yes N=80 N	%*	No, but N=42 N	%*
unstructured, *not* scheduled	44	55	24	57
unstructured, scheduled	27	34	15	36
structured, *not* scheduled	28	35	6	14
structured, scheduled	8	10	1	2

• TIME-FRAME of impact

	Yes N=80 N	%*	No, but N=42 N	%*
within 3 months	32	40	19	45
3-6 months	23	29	12	29
6 months - 1 year	18	23	4	10
1-2 years	3	4	1	2
after 2 years	0	0	0	0

*percents may equal more than 100% because of multiple checks

Statewide Articulation in Vocational Education

Twenty-three percent of 286 respondents indicated that yes, there was an impact on statewide articulation in vocational education; 10 percent indicated that there was no impact, but findings were used in discussion; 60 percent indicated that there was no impact; and 7 percent omitted the item. Thirty-three percent of those responding indicated that findings were utilized: 23 percent answering "yes, impact" and 10 percent answering "no, but...".

Of those respondents who checked "yes, impact", 33 percent rated the degree of impact as considerable to high and 55 percent rated the impact as moderate. Of those respondents who checked "no, but...", 7 percent rated the degree of impact as considerable to high and 38 percent rated the impact as moderate.

The categories of LVEC and vocational staff were checked proportionately more often by the "yes, impact" group (73 and 64 percent respectively) with the categories of district administrator, principal(s) and DPI supervisors checked 48, 50 and 45 percent respectively. On an average, 4.36 people were checked by the "yes, impact" group compared to 2.45 people checked by the "no, but..." group.

Respondents in both groups indicated that decisions for change took place most often in unstructured, not scheduled situations.

Impact occured for both groups most often within 3 months. The "yes, impact" group selected the 3-6 month time-frame as the second most frequent time-frame, while the "no, but..." group indicated their second frequency was from 6 months to 1 year.

DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT IN FACILITATING AND DEVELOPING STATE WIDE ARTICULATION IN VOCATIONAL EDUCATION?

TABLE 28

STATEWIDE ARTICULATION IN VOCATIONAL EDUCATION

• UTILIZATION of findings N	%	IMPACT N=286 N	%	
95	33	66	23	yes
		29	10	no, but findings were used in discussion
		171	60	no
		20	7	omit

• DEGREE OF IMPACT

	Yes N=66 N	%	No, but N=29 N	%
high	4	6	0	0
considerable	18	27	2	7
moderate	36	55	11	38
little	6	9	12	41
no	0	0	0	0

• PEOPLE involved in making this change

	Yes N=66 N	%*	No, but N=29 N	%*
LVEC	48	73	16	55
Vocational Staff	42	64	14	48
District Administrator	32	48	9	31
Principal(s)	33	50	7	24
DPI Supervisors	30	45	5	17
Vocational Department Head(s)	29	44	5	17
VTAE Staff	24	36	4	14
Special Needs Staff	19	29	4	14
Guidance Staff	12	18	4	14
General Academic Staff	11	17	1	3
Outside Resource Person(s)	8	12	2	7
Advisory Committee Member(s)	0	0	0	0
Employer(s)	0	0	0	0
School Board Member(s)	0	0	0	0
Students	0	0	0	0
Total Checks	288		71	

• SITUATIONS in which decisions for change took place

	Yes N=66 N	%*	No, but N=29 N	%*
unstructured, *not* scheduled	43	65	20	69
unstructured, scheduled	15	23	8	28
structured, *not* scheduled	29	44	7	24
structured, scheduled	27	41	2	7

• TIME-FRAME of impact

	Yes N=66 N	%*	No, but N=29 N	%*
within 3 months	27	41	12	41
3-6 months	22	33	4	14
6 months - 1 year	14	21	9	31
1-2 years	5	8	1	3
after 2 years	0	0	0	0

*percents may equal more than 100% because of multiple checks

Financial Considerations

Eight percent of the 286 respondents indicated that yes, there was an impact on financial considerations within their home school; 15 percent indicated that there was no impact, but findings were used in discussion; 70 percent indicated that there was no impact; and 7 percent omitted the item. Twenty-three percent of those responding indicated that findings were utilized: 8 percent answering "yes, impact," and 15 percent answering "no, but...".

Of those respondents who checked "yes, impact; 41 percent rated the degree of impact as considerable to high and 59 percent rated the impact as moderate. Of those respondents who checked "no, but..." 2 percent rated the degree of impact as considerable to high and 48 percent rated the impact as moderate.

The categories of district administrator and vocational staff were checked most frequently by the "yes, impact" group, with principal(s) and vocational staff following in that order. The category of LVEC was checked most frequently by the "no, but..." group with the category of district administrator checked fourth in rank of frequency.

Respondents in the "yes, impact" group indicated that decisions for change took place in equal frequency in the unstructured, scheduled situation and the structured, not scheduled situation. The "no, but..." group indicated that decisions for change took place most often in unstructured, not scheduled situations.

Impact occured for the "yes, impact" group most often in the 6 months to 1 year time-frame. The "no, but..." group indicated that impact occured most frequently within 3 months.

DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT ON FINANCIAL CONSIDERATIONS WITHIN YOUR HOME SCHOOL (I.E., CHANGES IN PERSONNEL, EQUIPMENT, OR PROGRAM RECOMMENDED AS A RESULT OF YOUR EXPERIENCE IN AN ON-SITE TEAM VISIT)?

TABLE 29

FINANCIAL CONSIDERATIONS

UTILIZATION of findings N	%	IMPACT N=286 N	%	
66	23	22	8	yes
		44	15	no, but findings were used in discussion
		200	70	no
		20	7	omit

- DEGREE OF IMPACT

	Yes N=22 N	%	No, but N=44 N	%
high	1	4	0	0
considerable	8	36	1	2
moderate	13	59	21	48
little	1	4	17	39
no	0	0	0	0

- PEOPLE involved in making this change

	Yes N=22 N	%	No, but N=44 N	%
LVEC	10	45	26	59
District Administrator	16	73	16	36
Principal(s)	13	59	19	43
Vocational Staff	14	64	18	41
Vocational Department Head(s)	9	41	14	32
School Board Member(s)	9	41	8	18
Advisory Committee Member(s)	7	32	10	23
Special Needs Staff	6	27	3	7
Guidance Staff	1	5	4	9
Employer(s)	3	14	1	2
Outside Resource Person(s)	1	5	1	2
Student(s)	2	9	0	0
General Academic Staff	1	5	0	0
Total Checks	92		120	

- SITUATIONS in which decisions for change took place

	Yes N=22 N	%*	No, but N=44 N	%*
unstructured, *not* scheduled	7	32	21	48
unstructured, scheduled	11	50	10	23
structured, *not* scheduled	11	50	17	39
structured, scheduled	7	32	4	9

- TIME-FRAME of impact

	Yes N=22 N	%*	No, but N=44 N	%*
within 3 months	7	32	19	43
3-6 months	2	9	13	30
6 months - 1 year	12	55	5	11
1-2 years	2	9	2	5
after 2 years	0	0	0	0

*percents may equal more than 100% because of multiple checks.

DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT ON YOUR PROFESSIONAL GROWTH, OR FUNCTION AS AN INSERVICE TRAINING SESSION?

TABLE 30
IMPACT ON PROFESSIONAL GROWTH

N = 286

DEGREE OF IMPACT	N	%	
High	36	13	
Considerable	126	44	93%
Moderate	103	36	
Little	19	7	
No	2	1	

Ninety-three percent of the respondents indicated that there was impact on their professional growth as a result of serving on an On-Site Team Visitation: 57 percent rated the impact as considerable to high and 36 percent rated the impact as moderate.

DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT ON HOW YOU DO YOUR WORK AS A VOCATIONAL EDUCATOR (I.E., CHANGE IN PRACTICES OR PRINCIPLES OF VOCATIONAL EDUCATION)?

TABLE 31
CHANGE IN PRACTICES AS VOCATIONAL EDUCATOR

N = 286

DEGREE OF IMPACT	N	%	
High	10	3	
Considerable	58	20	73%
Moderate	144	50	
Little	56	20	
No	16	6	

Seventy-three percent of the respondents indicated that there was impact in how they did their work as vocational educators: 23 percent rated the impact as considerable to high and 50 percent rated the impact as moderate.

DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT IN THE DEVELOPMENT OF A NETWORK OF PERSONAL CONTACTS IN VOCATIONAL EDUCATION WITHIN YOUR REGION?

TABLE 32
NETWORK OF PERSONAL CONTACTS

N = 286

DEGREE OF IMPACT	N	%	
High	13	5	
Considerable	44	15	65%
Moderate	130	45	
Little	81	28	
No	18	6	

Sixty-five percent of the respondents indicated that there was impact in the development of a network of personal contacts in vocational education within their region: 20 percent rated the impact as considerable to high and 45 percent rated the impact as moderate.

Case Study - School A

Background

School A is located in a rural/suburban community of 15,000 residents. It is primarily a bedroom community with approximately 85 percent of its labor force being employed in three nearby cities. As of the 1979-80 school year, 4,300 students were enrolled in grades 9-12; of that enrollment, 2,041 students were enrolled in vocational education. Self Evaluation data were collected during the 1978-79 school year; and the On-Site Team Visitation took place in late November, 1979. Interviews for this case study were conducted at the school in November, 1980, one year after the On-Site Visitation. People interviewed included the LVEC, district administrator, principal, 2 vocational instructors, 2 school board members, and 2 advisory committee members. Interview findings are summarized under two major categories: utilization and impacts.

Utilization

A major illness of the LVEC a few weeks after the completion of the On-Site Team Visitation substantially changed the initial utilization of findings. The Principal stepped into the void created by the absence of the LVEC, however; and dissemination of reports and the setting of priorities were directed by him. School board members, advisory committee members, and department heads received copies of the On-Site Report. Vocational staff members received copies of the report section related to their discipline.

Summarized findings of the On-Site Report were presented at a school board meeting by the principal in early 1981. A summary of evaluation findings was also included in the district newsletter. One advisory committee person reported that summarized findings were presented at an

advisory committee meeting by the chairman (who is also a capstone teacher). The chairman described the whole evaluation process, explained the results of the business education section, detailed specific recommendations, and pointed out highlights in the report.

Major problems identified in the report were addressed by vocational departments, as directed by the principal. He instructed each department to read the On-Site Report and prioritize recommendations. All five departments set priorities and submitted them in writing to the principal. Due to illness of the LVEC, however, priorities requiring the expenditure of money were postponed one year. Some recommendations in the industrial education section were rejected by the vocational staff.

By April, 1980, the LVEC was back to his normal work load. He in turn asked vocational departments to review evaluation areas, and assess, develop and prioritize recommendations. At this time, four priorities were set:

1. Business education: adding a junior office practice course (leading to senior level cooperative education course).
2. Industrial education: developing a building construction and maintenance program. The principal noted that a person was hired to teach 9th grade industrial education and to develop curriculum for this program. "The evaluation added the impetus to the selection of this program."
3. Industrial education: adding cooperative education programs in auto mechanics and graphic arts.
4. Home economics: a food service instructor was hired with one hour per day release time provided to develop a cooperative education program. (As of November, 1980, staff reluctance had hampered the implementation of this priority.

One business education instructor was well versed in additional priorities set within her department:

1. Add new course in business law (course was already planned; the evaluation provided the impetus to carry out the plan).
2. Add junior preparatory course leading into senior level cooperative education programs.
3. Submit 1982 budget request for computer access (Title IV) in Office Practice and Accounting.
4. Address staff reluctance to change in Introduction to Business Education course.
5. Vocationally certify 2 more teachers.
6. Look at simulation in another school district as possible addition to senior cooperative education program.

Another instructor indicated a thorough knowledge of the recommendations in the report. She went step by step through the recommendations with the interviewer, discussing facts and actions by recommendation number.

Limiting Factors. Two instructors spoke of either the lack of, or neutral, administrative support as a factor which limited implementation (utilization) of findings. Both instructors also cited personality conflicts within the vocational staff as factors limiting implementation. One advisory committee member noted that the cost of word processing equipment limited the implementation of recommendations in the report.

Facilitating Factors. The On-Site Team was cited as a factor which facilitated the implementation (utilization) of recommendations. As one instructor put it, "The administration will listen to them rather than to us. The recommendations were practical. We added two courses as a result of

the visitation." Another instructor put it this way, "The report is excellent, though hard to implement."

Impacts

Each of the interviewees was asked if the Self Evaluation and On-Site Visit had an impact on the following program areas. In some instances impacts were reported by several persons; in other areas, there was no impact indicated.

Changing the role of the LVEC. The district administrator indicated no change had taken place because of the evaluation. "The position is already fully developed; he is a member of the administrative council." The principal also indicated there had been no change, The LVEC, however, saw "increased credibility (realization that LVECs are knowledgeable) from the mid-line, i.e., assistant principal, department heads. I am treated differently. They come to me for advice." He also said that the Director of Secondary Education is more willing to accept his role; however, he said that the district administrator associates the LVEC with means of getting money. Overall, he summed it up: "The evaluation has opened doors."

Improved advisory committee participation. The LVEC said there had been no impact from the evaluation. The district administrator said, "We have lost our cutting edge since 1965; we need more activity out of our advisory committees. The evaluation brought it to a point." The principal said there had been no impact. One instructor commented that an advisory committee was to have been established for the proposed food service cooperative education program. It was not done, due to reluctance of staff within that discipline.

Increased vocational staff committment. The district administrator saw no impact; the LVEC said, "It helped those that were sold before." The principal said the evaluation caused the staff to "look at solutions seriously; it supported a continued dedication."

Add/discontinue capstone programs. The district administrator said no decisions had been made; however they were "taking a second look at capstone programs related to small DPI funding." The principal saw no impact other than the proposed food service cooperative education program (which had not been fully launched because of staff problems). The LVEC, on the other hand, listed impacts on 4 capstone programs: 1. food service, 2. building construction and maintenance, 3. auto mechanics, and 4. graphics.

Articulation within school and between school and community. The LVEC saw the evaluation as enhancing articulation within the community to a degree, by increasing awareness of the LVEC and his role. One instructor said, "Articulation between junior and senior high schools is zero. I cannot ask for them to meet with me, because of internal friction. The administration must require it. I have requested it twice, but it has not happened." The principal saw no impact on articulation. The district administrator said the evaluation had served to "beef up relationships within departments, as evidenced by minutes of Advisory Committee Meetings. We have increased enthusiasm."

Vocational guidance program. The district administrator at first said there was no impact, then remarked that, "The Assistant Superintendent is working with guidance and pupil personnel to achieve greater awareness of vocational education opportunities for EEN students. The EEN teachers have

gone into the shop, for example." The principal saw no impact. The LVEC said they had "started changes. They had established a Career and Vocatioanl Education Committee to investigate the importance of career education and to develop a program."

Placement services. No impact was observed in this area.

Adding equipment. No impact was observed in this area.

Role stereotyping. The district administrator indicated that an effort was under way. The principal elaborated: "One guidance counselor is making an effort to tell youngsters about vocational education when they register for fall, telling students of the availability of courses to both girls and boys. We have already planned a new course in business law which attracts males into the business education program. Our LVEC participated in an MATC workshop. We have changed and integrated course names." The LVEC said, "Attempts are being made to have the middle school administrator make changes so that a semester of home economics and industrial education is required for all boys and girls."

Vocational Special Needs Program. The LVEC was enthusiastic about possible impacts on the special needs program. He and the school psychologist had participated in a SWISS workshop. "We're working on a dialogue between special needs staff, vocational staff and department heads. We're investigating the possible establishment of test areas in lower levels. We're planning exploratory vocational education for special needs students at the middle school; specialization can be at the senior high."

Balance of impact between Self Evaluation and On-Site Visitation. The district administrator saw the two phases as equal. "One without the

other wouldn't work." The principal saw the Self Evaluation as more important. "It's a real benefit to look at ourselves. Though it helps if someone is coming to look. We get ready then." The LVEC said the On-Site Visitation had more impact. "When somebody strange comes in, people perk up their ears. Students were contacted; it aroused curiosity. The evaluation was visible to other disciplines." An instructor said the Self Evaluation had more impact. She went on to say, "Now we discuss things that have value. Now we discuss issues at department meetings instead of just mechanics. It helped me (department chairman) in leading meetings."

Major areas of impact. Interviewees' comments will be noted separately.

- The district administrator had three clearly defined impacts:

  1. "It focused our energies on special needs opportunities in regard to vocational education.
  2. "We need to move with more dispatch to eliminate sex role stereotyping.
  3. "We may be considering the discontinuance of a formal capstone situation."

- The principal indicated that the evaluation "provided opportunity to inform the community, staff, and new board members about the scope of vocational education; it was an opportunity for them to meet the team members and see both reports. It was a positive public relations medium."

- An instructor had yet another major impact of the evaluation. "It created an awareness among the vocational education staff in school that we are all doing the same thing. It creased a cohesiveness, a feeling of belonging to the vocational education department."

Response from LVEC at School A

"I think the report was very good and presents an accurate picture of impacts from the evaluation on our school. I would suggest the following changes:

Utilization

"The full and individual department reports were printed and distributed by me before my surgery in February of '80. After discussing the report with the principal and Asst. Superintendent, the department chairpersons were instructed by me to review it with the staff and establish priorities. The principal (Director of Secondary Education) followed up and emphasized the need to set priorities.

"I don't know how important it is, but the LVEC was back to work by April of '80 at which time he again directed departments to review evaluation areas."

What was unique about evaluation impacts at School A?

An emphasis on action runs through the comments of decision-makers at School A. They repeatedly talk of benefits of the evaluation in phrases that show movement, such as, "[the evaluation] focused our energies..., we need to move..., we need to look at solutions seriously..., [the evaluation] brought the need for more activity to a point."

Articulation forms another unifying theme throughout comments of all persons interviewed. Decision-makers, vocational staff, advisory committee and school board members speak of, "a new cohesiveness of the vocational education department; a dialogue between special needs staff, vocational staff and department heads; strengthened relationships within departments; increased enthusiasm; an opportunity to inform the community, staff and new board members about the scope of vocational education."

The utilization process at School A was strengthened by the interest and enthusiasm of the principal which supported the active involvement of the LVEC. The district administrator was well informed about the evaluation; he spoke clearly of the impacts. Vocational staff members had set priorities and were well into the implementation of those decisions. Advisory committee and school board members had also contributed to utilization. This active involvement by all levels of people involved in utilization of evaluation findings was a critical factor in explaining why the evaluation had such positive effects at School A.

Case Study - School B

Background

School B is located in a small rural community. Most of the working population of the school district earn their livelihood in farming or agricultural occupations. A large percentage of farm operators also work at non-farm jobs, however. The school district serves two villages and six townships, with an approximate district population of 8,000 persons. As of the 1979-80 school year, School B had an enrollment of 1,700 students (K-12); 1,210 students were enrolled in vocational education (9-12, a duplicated number). Self Evaluation data were collected during the 1978-79 school year; and the On-Site Team Visitation took place in early October, 1979. Interviews for this case study were conducted in October, 1980 at the school; one year after the On-Site Visitation. People interviewed included the principal, LVEC, 2 instructors, 2 advisory committee members, and one school board member.

One additional piece of background information is important: a bond referendum of $945,000 to build and equip a high school addition and bus garage was defeated by a 2-1 margin in November, 1978.

Utilization

According to the principal, the district administrator decided who would receive copies of the Self Evaluation and On-Site Team Report. (The district administrator was unavailable for interviews, due to illness.) The LVEC also had input into the dissemination decision, with copies going to vocational department leaders, guidance staff, principals of elementary and junior high schools, and the school board.

Several discussions of the On-Site Report took place at school board

meetings, which were subsequently reported by the press. Some individual department leaders summarized their section of the report. Some departments met to analyze recommendations and organize priorities. As of the time of these interviews, some departments had not yet studied the recommendations in the On-Site Report. A meeting of the district administrator, principal, guidance staff, LVEC, and 3 home economics instructors was called to discuss recommendations in the home economics section of the report. Decisions to accept or reject recommendations were made at this 2-hour meeting. The home economics department head subsequently developed an implementation sheet which lists seven evaluator suggestions and action necessary to meet each suggestion. The home economics advisory committee was also consulted as strengths and weaknesses from the report were discussed. This instructor was enthusiastic about the direction her department had taken since the evaluation. "It's only common sense to utilize the report."

The industrial education instructor said that no priorities had been set. From his perspective, facilities were not adequate to implement recommendations; there was little hope of changing the facilities, thus no action was taken. One recommendation, however, was implemented right away (change in class size).

An advisory committee member for business education said that no priorities had been set at a September, 1980, meeting to summarize recommendations. He was aware, however, of outdated textbooks, of equipment needs in the cooperative education program, and the imbalance of female-male enrollment. This awareness, he said, was triggered by the evaluation.

Limiting Factors. The factor of facilities was mentioned by all persons interviewed as a serious limitation to the implementation of recommendations. People talked about it in different ways and from different perspectives, but the problem of facilities had an overpowering influence on vocational programming at School B. The principal said that lack of facilities limited enrollment and class size. The home economics instructor lamented that they had lost a classroom in the junior high school. Clothing and foods were now both in one room. The industrial education instructor said that in order to change offerings, they would need an additional person. Yet, there was no place to put additional staff. The LVEC talked about the home economics program at the junior high school and the facility problem in that program. (A request to require home economics and industrial education for both boys and girls in the junior high school was turned down by the school board in the spring of 1980.)

Cost was also mentioned as a factor that limited implementation; a couple of persons mentioned the illness of the district administrator as a limiting factor; and a couple of persons felt that limited LVEC time in School B made it difficult to implement recommendations.

Facilitating Factors. Advisory committee input was mentioned by several persons as a factor that facilitated implementation. Administrative support and LVEC assistance were also noted as factors that facilitated implementation.

Impacts

Each of the interviewers was asked if the Self Evaluation and On-Site Visit had an impact on the following program areas. In some instances, response came from several persons; in other areas, there was no impact indicated.

Changing the role of the LVEC. No impact was observed in this area.

Improved advisory committee participation. The principal and the LVEC both said the use made by the home economics advisory committee of the evaluation was outstanding. The business education committee had discussed ideas on how to attract more males into the program. The industrial education instructor had a different outlook: he said the advisory committee was of no use. Expansion was limited (because of facilities) and the program was stagnated.

Increased vocational staff commitment. The LVEC said that staff impact is a "function of the independence of the staff and the leadership of the group (whether they get their teeth into something)." The principal said that implementation had improved staff commitment. One instructor saw little impact on staff in general; however she expressed a great deal of personal impact from working on the recommendations in her discipline.

Add/discontinue capstone programs. The LVEC saw support to pursue a teacher or shared program in health occupations as a result of the evaluation.

Articulation within school and between school and community. The principal and one instructor saw articulation through advisory committees and discussions with parents as an outgrowth of the evaluation. Another instructor said, "articulation is occuring informally after school with the junior high school staff. In-school (articulation) is difficult." The LVEC noted, "At this point, there is little articulation with the School Board."

Vocational guidance program. The principal said that guidance staff had been involved in all discipline meetings. At this time there had been

no different insights into vocational education.

Placement services. No impact was observed in this area.

Adding equipment. No impact was observed in this area.

Role stereotyping. The principal noted there had been some improvement made, some impact. Faculty inservice meetings had been conducted by guidance staff. One instructor said that the evaluation had brought

> "stereotyping problems to light, but it's harder to get change. Facilities limit implementation. We tried to make the girl-boy ratio 50-50 at the junior high school, tried to make it mandatory. We needed a full-time home economics teacher in the junior high; no change was needed in industrial education staff. The administration rejected it; some say, the reason was, if girls took industrial education in junior high, it would double the facility problem at the high school.

The LVEC saw no evidence of impact, other than discussions of recommendations that pertained to sex role.

Vocational special needs program. The principal said, "Changes are taking place; has the evaluation been the impetus?" One instructor noted that even though there had been discussions at administrative meetings, recommendations for occupational preparation activities for special needs students had not been implemented.

Balance of impact between Self Evaluation and On-Site Visitation. The principal thought the Self Evaluation had more impact. "The Team Report has been considered by only half the disciplines so far. For those who have not addressed the report, there is little impact." One instructor said, "The On-Site did a lot more. The Self Evaluation wrote where we were at, with no thinking of how to improve. The On-Site encouraged improvement."

The LVEC expressed preference for the On-Site Visitation. "It was a new experience for the school, an instrument for communication to the administration, a very beneficial vehicle."

Major areas of impact. Interviewees' comments will be noted separately.

- The principal noted, "It broadened our horizons a bit, with new people and different perspectives, new ideas. It causes you to take a look at yourself in light of somebody else's opinion."
- One instructor thought the major impact was personal growth plus improvement in the junior high program.
- Another instructor said the evaluation, "reinforced department goals set previously; goals we had spent time on before."
- The LVEC saw a renewed interest in vocational education. "The school thought through their strengths and weaknesses, based on someone else's evidence and observations."
- One advisory committee member said, "The impact parallels goals that are already set. The attention given to school personnel was good."
- Another advisory committee member said, "The evaluation refined our directions."
- A school board member noted that the report had recommended expansion of the high school. "Since this has not happened, there is no impact. It is the administrator's task to carry on from here."

Response from LVEC at School B

"In response to the case study for _____ High School, these are my comments:

"The case study descriptions are complete and accurate and I do not feel a need to make any major comments. However, page one of the case study indicates that 1210 students were enrolled in vocational education 9-12. This should be clarified to mean a duplicated number. Efforts to implement and reinstall a health occupations program by means of sharing with adjoining school districts was explored but was considered not a workable alternative for the 1981-82 school year.

"As you know, I will not be here next year and feel a little helpless at this point in time. I would like a final draft copy of the case study. This could be helpful to the new administration in their planning and implementation activities."

What was unique about evaluation impacts at School B?

Facility limitations influenced the administration and staff so much at School B that, with the exception of one department, evaluation recommendations were not acted upon. There was considerable discussion about special needs services, role stereotyping, and textbook and equipment needs in business education. Discussion took place in advisory committees, informally between junior and senior high school staff, with parents, and in vocational department meetings. In many cases discussion progressed to the point where a decision was the next step. Staff and administration repeatedly said, in effect: facilities are not adequate to implement these goals; there is little hope of change in facilities; therefore, we cannot take action. Several people spoke of how the evaluation supported previously set goals, but in the next breath they reiterated why those goals could not be implemented.

> One vocational department presented a striking contrast to the hopelessness communicated by virtually every other person. This staff member acknowledged the facility problems; but went ahead to implement seven priorities developed from evaluation recommendations.

The pattern of utilization of evaluation findings at School B makes a good example of how the personal factor influences impact. Even in a school with severe facility problems, there still was one person who took the initiative to set priorities from recommendations. Her enthusiasm was undaunted by the "can't do" attitude of almost everyone else.

Case Study - School C

Background

School C is located in a small community of approximately 3,200 population. Agriculture and agri-business are the largest employers of the community; 75 percent of the area's jobs are in these occupations. Enrollments in School C are steadily declining, with 350 students in grades 9-12 in 1979-80. Of that number 297 students were enrolled in vocational education. Data for the Self Evaluation were collected in the fall of 1979, and the On-Site Visitation was conducted April 23, 24, and 25, 1980. Interviews for the case study were conducted November 12, 1980, seven months after the On-Site Visitation. People interviewed included the district administrator, principal, LVEC, 2 vocational instructors, 2 school board members and 2 advisory committee members.

Utilization

Copies of the On-Site Team Report were disseminated in early September, 1980, to all instructors, administration, and board members. The LVEC requested that department heads analyze the report section pertaining to their discipline and set priorities by cost, from least to most expensive. Shortly after these interviews were conducted, the principal planned to meet each department head to prepare budget and curriculum proposals. Later on in December, the principal planned to submit these curriculum changes to the school board for action.

The LVEC explained that, "program changes within the status quo are made by the departments. There is sufficient contact with staff in preparing curriculum proposals." One instructor noted that before her department could set priorities from recommendations in the report, community and school needs should be assessed. "If the survey warrants it, we may head in

the direction of a capstone; we must look at costs carefully, however." Another instructor said, "Many recommendations concern areas we were already aware of, such as, changing the 9th grade general business course to an exploratory business education course."

One instructor, in her analysis and setting of priorities, rejected 7 out of 12 recommendations that dealt with family focus curriculum. From her point of view, "The staff is willing to consider a capstone program, but we want to study community needs before choosing an area." She also expressed a good deal of resistance to writing curriculum. "Written curriculum is not important. We don't have time to re-write. What we are teaching is more important than a family focus curriculum." This instructor asserted that the work done in preparation for the North Central consortium answered the other recommendations. She was not familiar with the Self Evaluation Report; she had not seen it. Her criticisms of the DPI evaluation process may have been caused by an incomplete understanding of the linkage between the Self Evaluation and On-Site phases.

A school board member noted that, "The recommendations will be useful in long range planning. We have not addressed any recommendations yet, however; that comes with the next fiscal budget."

Limiting Factors. Cost was mentioned most frequently as a limiting factor to the implementation of recommendations. The LVEC implied that vocational education ranked third in community priorities, following athletics and the academic program. This attitude, he felt, would limit the implementation of recommendations that involved spending money. A school board member also talked of trade-offs between the academic and vocational programs. Staff was mentioned by the LVEC and one instructor as a limiting factor. One instructor said the appropriateness of recommen-

dations was a limiting factor.

Facilitating Factors. Support from the administration was the only facilitating factor offered by interviewers.

Impacts

Each of the interviewers was asked if the Self Evaluation and On-Site Visit had an impact on the following program areas. In some instances response came from several persons; in other areas, there was no impact indicated.

Changing the role of the LVEC. The LVEC saw no impact from the evaluation on his role. "I serve as consultant/facilitator; I am not in the power structure." The district administrator said the evaluation, "gave specific direction to the role (of the LVEC). It set the groundwork, and increased the ability (for him) to establish credibility."

Improved advisory committee participation. The principal said that the evaluation may have encouraged advisory committee meetings. The LVEC saw impact through, "giving more direction in program goals. My experience is that many advisory committtees function without goals." The district administrator saw the evaluation as being "used to reinforce previous directives to strengthen advisory committees."

Increased vocational staff commitment. The LVEC said that the evaluation, "affected the business education department head the most. The accounting capstone teacher also feels better. She is now teaching in her area of strength. The evaluation reinforced the vocational training program."

Add/discontinue capstone programs. The district administrator said there was no impact from the evaluation. "Changes had been in the works before." A school board member thought the evaluation reinforced capstone programs. The LVEC noted that the office practice and accounting capstone programs were already planned before the evaluation. The distributive education capstone course has not been implemented; a qualified staff person has not been located.

Articulation within school and between school and community. The LVEC saw impact on articulation with the community. "The Self Evaluation is a public relations effort. notifying the community of surveys to employers and graduates. Telephone calls made by On-Site team members also contributed." A school board member saw more articulation with a nearby VTAE school as an impact. The district administrator saw the evaluation as giving "support for previous plans, such as the exploratory curriculum in industrial education in the 7th grade. I also personally contacted 50-60 businesses in the area to get advice about a possible distributive education program."

Vocational guidance program. The district administrator said that the evaluation "reinforced a previous thrust. The impetus is there for a commitment to career education."

Placement services. No one observed impact in this area.

Adding equipment. The district administrator noted several items which had been purchased as a result of the evaluation: a welder, planing and grinding equipment, and a dust collector for the industrial education program; dictation equipment and calculators for the business education program.

Role stereotyping. The district administrator commented that impact as a result of the evaluation is not measurable. "We have made efforts at the 7th grade. All exploratory courses are co-ed. There is support for this in the report." The LVEC noted, "We would participate in an inservice if another school would share. However, sex role stereotyping is not a problem here. It orginates in society as a whole. It's not coming out of the schools."

Vocational Special Needs program. The principal found this section to be, "a good report. We have combined vocational education and special needs in all contiguous schools." The district administrator cited the work experience program as an example of impact from the evaluation. The LVEC talked of a program called HELP, which was generated as a result of the evaluation. The program is a linkage between students with learning problems (such as handicapped, disadvantaged, and low-ability) and the industrial education and agriculture programs.

Balance of impact between Self Evaluation and On-Site Visitation. There was a wide range of perceptions on the value of the two phases of the evaluation (Self Evaluation and On-Site Visitation). School board members thought the On-Site Visitation was more valuable. The district administrator said, "The Self Evaluation has the greatest impact, though it would lose impact if there were no On-Site." The LVEC had a slightly different point of view. "The Self Evaluation did not have impact on the school or staff. It was viewed as a tool for the visiting team. The On-Site Visitation has impact because team members are outsiders." The two instructors said, "I am not familiar with the Self Evaluation Report" and "I didn't get into the Self Evaluation enough." The principal said, "The staff didn't have to

work hard enough on the Self Evaluation."

According to the comments of the LVEC, the vocational staff and the principal, staff involvement with the Self Evaluation phase was minimal. This interpretation is reinforced by Figure 1 in the Self Evaluation Report: "Self Evaluation Responsibilities." The LVEC is checked as being responsible for the narrative (Form A), all graduate follow-up (Forms B_1, B_2, B_3, B_4), employer follow-up (Form C), staff assessment (Form E), and advisory committee assessment (Form F). The vocational staff is checked as being responsible for only the narrative (Form A), and the advisory committee assessment (Form F). The principal is checked as being responsible for only the school and community data (Form G).

Major areas of impact. Individual perceptions of major impact also covered a wide range. Agreement between interviewees was minimal.

- The district administrator said the, "DPI evaluation did not delve as deeply into programs as the North Central evaluation; there was not study of scope and sequence. However, the vocational evaluation did provide program support and validation. It helps to have outsiders, specialists, to reinforce [our ideas]. I'll use this [report] as one more piece of information to support the things we're trying to do."

- The principal said the "overall impact was minimal, superficial. Recommendations dealt with money and facilities; they were not central to curriculum or program quality. The team members were not enlightened educational leaders; they provided no leadership. We need outside stimulation, new curriculum ideas. The recommendations from the vocational evaluation will not result in curriculum change.

"The staff didn't have to work hard enough. The Self Evaluation was a review of past experience. The staff worked up goals and objectives jointly. Then the team evaluated if we're doing them.

"What does some teacher from _____ know! We need vision beyond what we have, someone that says, 'This will work.'

"Teachers who are evaluators are not objective enough; there's too much camaraderie. Evaluators should come from DPI, universities, and technical schools.

"The money coming in to the program is a result of curriculum meetings rather than the evaluation.

"The major impact is the process itself, the chance to sell yourself to an outsider (but this is not desirable as a major impact)."

- The LVEC listed four specific gains from the evaluation.

    1. "It gave direction, and reinforced what we're doing in business education.
    2. "There has been a change in attitude in home economics, moving toward a capstone program. They now feel they should offer one.
    3. "The industrial education department is looking at a capstone program.
    4. "Special needs and the industrial education/agriculture programs have worked together to develop HELP."

- The business education instructor said there had been very little impact; they were now spending time and energy getting ready for the

North Central evaluation. [Note: Vocational departments participated in both the DPI and North Central evaluation components.]

- School board members saw major impact as an "awareness of what we have." It made us think of new directions, of how to implement more vocational education programs."

Response from LVEC at School C

"In response to your letter of April 7, 1981, regarding my comments on the evaluation, I am making one request and offering an additional observation.

"Request: I have read the narrative from your interview. Please make the changes I have identified on the copy. Some of the comments made should be rephrased and intents made clear.

"Observation: Overall I found the evaluation more extensive than most evaluations of educational programs. It is thorough in intent. However, I feel that the primary purpose of the evaluation is to demonstrate to all publics that secondary vocational education is succeeding in Wisconsin... that federal and local dollars spent on vocational education pays off. The "pay off" of training programs does not come through, in my opinion, as a result of the evaluation. The reason is that the evaluation design does not address the competence of the graduate. It is implied that if a student is employed in a job directly related to the training program, that the program is successful. I contend that the program is successful only if a student exits with the competencies to enter and succeed in a specific occupation and that the salary or wage earned reflects the skills learned while in training. Five evaluations that I am personally aware of show that graduates from secondary occupational preparatory programs are employed at less than minimum wage and often outside their field of training. This data does not support the hypotheses that secondary vocational education is succeeding.

"I believe that it is important to communicate the image that secondary vocational education is successful. However, secondary vocational educators know that a large percentage of their graduates are not adequately

prepared to enter the labor market and capable of supporting either themselves or a family with their skills.

"Personally, I would respect the position that secondary vocational education in Wisconsin is developing and is on its way toward delivering competent workers. Published results of the DPI-Stout evaluation process imply that all programs in the State are delivering right now which, in my opinion, is not quite accurate. I believe it is important for the readers of this case study to be aware that a significant number of vocational programs in rural Wisconsin do not deliver job skills and that much work needs to be done before they reach this level of sophistication. I hope these comments will be viewed positively. It is extremely important that secondary vocational education be effective in every school district in this State."

What was unique about evaluation impacts at School C?

A difference in the attitudes of decision-makers about utilization of evaluation findings profoundly influenced impacts at School C. The district administrator said repeatedly that he would use the evaluation to reinforce previous directives ("changes were in the works before... [this is] support for previous plans... the evaluation reinforced a previous thrust,... [it] gives program support and validation... I'll use this report as one more piece of information to support the things we're trying to do." The principal had a different expectation of what the evaluation would do for School C. He said the team members should have given recommendations about program quality; he looked for definitive leadership from DPI consultants or university/technical school faculty. He did not favor a teacher evaluating another teacher; he said there was too much camaraderie among teachers. He said the impact of the evaluation was in the process, but that this was not a desirable impact. The LVEC had a passive expectation about utilization, "I am not in the power structure."

Differences were also noted in regard to how decision-makers regarded the function of the Self Evaluation Report. The district administrator said it was the most important phase of the evaluation, the principal said the staff didn't have to work hard enough on it, the LVEC saw it as a public relations tool, and 2 staff members interviewed were not familiar with it.

The interaction between decision-makers at School C illustrates how the personal factor influences impact. The district administrator used the evaluation to fit into existing processes; the principal looked for summative outcomes, yet discounted the Self Evaluation Report; and the LVEC, in effect, removed himself from the initiation of decision-making.

Case Study - School D

Background

School D is located in a small community of approximately 300 population. There is practically no industry located within tne city. The majority of people are engaged in farming or work in other small cities located in the surrounding area. School D has an enrollment of 104 students (7-12), with 94 students enrolled in vocational education. Self Evaluation data were collected during the school year of 1979-80, and the On-Site Team Visitation took place May 5 and 6, 1980. Interviews for this case study were conducted November 30, 1980, seven months after the On-Site Visitation. People interviewed were the district administrator, principal, LVEC, guidance counselor, agriculture instructor, 2 school board members, and 1 advisory committee member.

The building in which the junior-senior high is located is a relatively old structure. Since the evaluation, two major events have taken place:

(1) Voters passed a $900,000 referendum in June, 1980, to build a new junior-senior high school adjacent to the present elementary school.

(2) On two different occasions residents of the school district petitioned to have their property detached from the district. In both cases, the CESA school committee denied the petition.

The district administrator, principal, LVEC, a school board member, and an instructor all expressed the viewpoint that findings from the evaluation were instrumental in the passage of the referendum and the denial by the CESA school committee of the detachment petitions.

Utilization

Copies of the On-Site Team Report were distributed to the district administrator, principal, guidance counselor, all vocational education instructors, the school board, and a copy of the appropriate discipline portion to advisory committee members. Vocational instructors received their copies during summer, 1980.

Overall findings from the On-Site Team Report were presented at a school board meeting. The agriculture portion of the report was presented to the agriculture advisory committee in September. The LVEC and principal worked with individual instructors in implementing recommendations from the report, i.e., working with the industrial education instructor in developing career objectives as part of the curriculum. The principal used recommendations from the On-Site Report in the planning of the new industrial education shop to make it safer and more healthful. A school board member said, "The implementation of the new building grew out of our determination to give the taxpayers value for their tax dollars. The industrial education facilities are cramped; the home economics instructor has ideas, but no space to implement them. We have student enthusiasm for new courses. The evaluation gave us ideas on how to do it."

Limiting Factors. Cost and equipment were mentioned as factors, which limited the implementation of recommendations. The limited number of students available for industrial education and agriculture and the competition between those two disciplines for enrollment was another limiting factor.

Facilitating Factors. Factors mentioned which facilitated implementation of recommendations were most often people-oriented: the support of the school board, administration and vocational staff. The new building

was also mentioned as a facilitating factor.

Impacts

Changing the role of the LVEC. The principal said that the LVEC was a resource to conduct a needs assessment as recommended in the overview of the Team Report. The district administrator noted that the evaluation helped the LVEC to be aware of local problems. "The LVEC will help us in working out these problems, within the limitations of his time here."

Improved advisory committee participation. The principal said, "our committees need a purpose to exist; they must be focused with a time-line. The Team Report gave us ideas on how to involve advisory committees. The agriculture instructor has discussed the report with the agriculture advisory committee. It gave us a pat on the back, and helped redefine the purpose of the committees." The district administrator expressed a similar impact, that the agriculture advisory committee now has a new awareness of its purpose. The agriculture instructor noted that his advisory committee had hashed over recommendations in the Team Report, "to limit enrollment in the agriculture program, or stay as is. We have a higher percent of our student body in agriculture than any other school in the state." The LVEC noted that the Team Report had been presented at only one advisory committee meeting so far; he planned to present it to all the others eventually.

Increased vocational staff commitment. The district administrator observed, "staff morale is high; there is excitement over the new facility."

Add/discontinue capstone programs. No impact was noted.

Articulation within school and between school and community. The principal said that articulation with the community on the referendum and the petitions to transfer land were enhanced by the evaluation. A school board member also noted that the evaluation had increased articulation with the school board.

Vocational guidance program. The principal noted that in October the counselor offered career days in the 7th grade curriculum. The LVEC said, "The Self Evaluation gave the counselor better insight into actual follow-up data." A school board member observed that the evaluation, "pointed out areas for improvement; it gave us outside views on the guidance program."

Placement services. No impact was noted.

Adding equipment. No impact was noted.

Role stereotyping. The LVEC said, "The agriculture program has a strong reputation among farm families. Parents want girls and boys in the program. In home economics, some boys are enrolled, but it could be better. We are making curriculum changes, to make the program more interesting to boys."

Vocational special needs program. The principal said that they had been unable to hire an LD teacher. "We share staff with [School XX]; we could mainstream these students here if we had a teacher. Parents feel there would be better treatment for our students here." The LVEC noted that Project MARK had received support in the evaluation. (Project MARK is a program to train low track students in custodial and maintenance skills).

Balance of impact between Self Evaluation and On-Site Visitation. The principal said the On-Site Visit had more impact. "It's useful to know the evaluators to understand their comments and the frequency charts. We liked the mini-evaluation process, and the use of specific questions. It would be beneficial to have a follow-up day when evaluators and school officials could go over items in a general discussion."

The district administrator thought the On-Site Visit had more impact. "The Self Evaluation gave a statistical look at problems; it gave direction to the LVEC."

The agriculture instructor said the Self Evaluation "forced me to take an honest look at myself, to be self-critical; the On-Site Visit was therapeutical, supportive, an excellent experience. It forced us to look at goals and accomplishments. We knew [through the LVEC] that it would not be threatening."

The guidance counselor said the Self Evaluation had more impact. "Through the Self Evaluation we realized the shortcomings of our own program, we looked at all the data and asked, 'How can I do better?' The On-Site then supported what we already knew."

Both school board members said the On-Site Visit had more impact.

Major areas of impact. Because comments in this section are so extensive, each person's response will be reported separately. The reader will note throughout the comments a recurring positive attitude about evaluation in general.

- The principal said, "I read the overview as part of my testimony to the CESA school committee on two different occasions when petitioners requested to be detached from our district. For our June referendum,

we hired a professional management service from [ ] to do a feasibility study. Out of this came 3 recommendations: (1) remodel the old high school, (2) add on to the elementary school, and (3) the 'cadillac option' of a new building. Voters chose the 'cadillac option' 2 to 1 and subsequently passed a $900,000 referendum. The impact from the evaluation was in voicing the need for a better facility. I used the overview directly... We're trying to do the best job we can. A facility adds to that.

"There were three major impacts from the evaluation: (1) it was positive reinforcement (we were commended), (2) it gave us a basis for improvement (how we could do it), and (3) it aided us in the quest for a new facility." [Note: the principal's Team Report was organized and dog-eared. He commented, "I like evaluations, they are a tool for improvement and discussion."]

- The district administrator was also positive about the evaluation. "It reinforced areas I felt good about (such as the agriculture program). The new building has been a morale booster. The industrial education program has had a problem with facilities. The major impact of the evaluation was on the referendum, June 24, 1980. I used ideas from the Team Report in my presentation to the citizens committees that met in late May and early June. The report gave evidence that our curriculum is sound; but we don't have the facility to put it together.

"The citizens committees reported to the school board. In an advisory ballot in May, voters chose the 'cadillac option' and later in June passed the referendum.

"The evaluation gave outside agency support for in-house efforts. The credibility of the evaluators was excellent (one mini-evaluator was a former teacher.)"

- The LVEC commented, "We have good programs, though there is still room for improvement, i.e., a closer look at opportunities in the surrounding employment area. Pride has been reinforced in the community; the evaluation supports what we've been saying. Outsiders with no bias have given support."

- An instructor observed, "For a small school, the program is running good. We're proud as we can be. It reinforces what we felt all along was a justifiable program. Community members (taxpayers) refer to the evaluation in this way: 'we pay pretty high taxes in this school district, but look at that evaluation!'"

- The guidance counselor said, "It helped us to get together, an inservice experience."

- A school board member noted, "The evaluation was a personal pat on the back. It was the states' acknowledgement of how we're doing. The evaluation was an enrichment with shared ideas from other people, a positive attitude on both ends. It's never complete or finished."

- A school board member commented, "The district administrator used the Team Report in passing the referendum. We have a good school system. People feel confidence in it. The administration, board, and staff are satisfied in their own minds that we are running a good school system. Comparison is hard. The On-Site gave good comments and increased our confidence. A small school always has to try harder."

Response from LVEC at School D

"I received your report on the evaluation that was completed at _____ High School and found it to be very interesting. I feel the report gives a fairly accurate picture of the development that has taken place since our evaluation last May.

"Because the school is not involved with North Central, we have limited opportunities to have our programs evaluated by an outside agency. We feel the evaluation has assured us that we have taken some positive steps in offering vocational programs to our students."

What was unique about evaluation impacts at School D?

Articulation of evaluation findings with the community and among the staff was remarkable at School D. The Team Report was used to communicate with the community in specially called meetings. This resulted in 2 major impacts: passage of a $900,000 building referendum and the denial of detachment petitions by the CESA school committee. In-school articulation was unusually consistent. Eight persons were interviewed and their comments, while individual, nonetheless show amazingly similar attitudes about the effects of the evaluation.

Both administrators viewed the evaluation as a resource to initiate action. They saw it as a positive experience and not threatening. The idea of positive reinforcement was mentioned by almost everyone, "we were commended... outsiders with no bias have given their support... it increased our confidence." Most people also talked of how the evaluation was a tool for improvement and discussion, "it helped us redefine the purpose... it forced us to look at goals and accomplishments... how can I do better?"

There was a positive attitude about evaluation at School D; staff and administrators were not defensive; they were open to suggestions and comments. This view of evaluation as a tool for improvement created a receptive climate so that evaluation findings were put to maximum use at School D.

Case Study - School E

Background

School E is located in a small tourist-oriented community. There is little industry in the area; most employment opportunities are related to retailing, public service, health or forestry. The district covers 800 square miles, encompassing 11 townships, including an Indian reservation. Data for the Self Evaluation Report were collected during the 1978-79 school year; the On-Site Team Visitation took place in April, 1979. Interviews for this case study were conducted in December, 1980 (approximately 20 months after the On-Site Visitation). People interviewed included the LVEC, district administrator (who was the principal at the time of the On-Site), two vocational instructors, one school board/advisory committee member, and one other advisory committee member.

The district receives no state aid because of high property valuation. Income in the area is low, however; taxes must pay their total operating expense.

Utilization

The On-Site Team Report was distributed to every vocational staff member, to the special education instructor, guidance counselor, administration, advisory committee members, and school board members. Portions of the report were given to local news media.

Findings from the On-Site Team Report were analyzed by each vocational discipline area, by the administration, and by advisory committee members. The staff was asked to prioritize recommendations on a yearly basis. The administration and advisory committee each met twice to review the tentative schedule or priorities, and the Long Range Plan (LRP) update. The

TABLE 33

UTILIZING RECOMMENDATIONS FROM THE ON-SITE TEAM REPORT
TO UPDATE LOCAL LONG-RANGE PLAN

6 Months

6 Months

On-Site Team Visit April, 1979	1979 NOVEMBER	DECEMBER	1980 JANUARY	FEBRUARY	MARCH	APRIL
Advisory Committees	Begin analysis of recommendations		Review tentative schedule of priorities	Review LRP update, secure approval		
Vocational Instructors	Begin analysis of recommendations	Analysis due, set priorities				
LVEC	*Coordination of Implementation Process* →			Preliminary LRP update completed	*Continued Coordination* →	
Administration	Begin analysis of recommendations	Analysis due	Approve tentative schedule of priorities	Review LRP update, secure approval		
School Board				Present tentative schedule of priorities to curriculum committee	Present LRP update to curriculum committee Present LRP update to full board	LRP approved
DPI						LRP due

curriculum committee of the school board met twice; the full school board considered and subsequently approved the LRP. A more detailed time-line of this planning process is shown in Table 33.

Interviews with instructors and advisory committee members (one person was also a school board member) elaborated on how they utilized recommendations from the Team Report. One school board/advisory committee member noted that priorities were set at the board level, based on recommendations from the staff. Another advisory committee member noted, "The meeting was very good last fall; the subject (On-Site Report) was brought up at our steering committee. It was very informative."

Instructors had mixed responses to recommendations from the Team Report. One instructor noted five recommendations that she had rejected: a capstone program in child care, an exploratory course at 9th grade (she said males would not take it), a suggestion to advertize the program to increase enrollment, and two facilities suggestions about book storage and window shades. She had attempted to implement one recommendation: to, "survey course objectives presently met in all feeder schools." She organized a meeting for instructors from the feeder schools, but only one person came. She was frustrated with that response, "We have a general outline of each school, but no actual contact in 7 years."

Another instructor was enthusiastic about utilization of recommendations in his area: such as, an improved exhaust system, a storage area for flammable liquids, a classroom for the Building Trades course, a school board plan to correct health and safety hazards in the graphics lab, and correction of security problems in the classroom.

Limiting Factors. Cost was listed most frequently as a factor which limited the implementation of recommendations. The LVEC noted declining

enrollments as another limiting factor. The district administrator also noted that staff acceptance to try new ideas was a limiting factor.

Facilitating Factors. Factors which facilitated implementation were people-oriented. The district administrator cited the support of the LVEC, advisory committee, school board, and different points of view in the community as factors which facilitated implementation.

Impacts

Each of the interviewers was asked if the Self Evaluation and On-Site Visit had an impact on the following areas. In some instances impacts were reported by several persons; in other areas, there was no impact indicated.

Changing the role of the LVEC. The district administrator reported that they had attempted to increase LVEC time, but fiscal problems caused a negative decision. "We have all gained respect for _____'s abilities." A school board/advisory committee member reported no change in the role of the LVEC. The LVEC observed that he is now more involved in program decisions. "The recommendation about increased time was not approved, though it was discussed by the administration and school board."

Improved advisory committee participation. The district administrator, LVEC, and one instructor all commented on the change from an overall advisory committee to individual discipline committees. The LVEC said the change was partly due to the evaluation. A school board/advisory committee member commented that additional people had been added to advisory committees from certain areas of the economy after the evaluation. Another advisory committee member noted that the evaluation provided

procedures to organize advisory committees

Increased vocational staff commitment. The LVEC said, "there is a better working relationship among the staff as a result of the evaluation." The district administrator observed that the business education staff were more concerned about their program, and had presented a suggestion for two new courses to the curriculum committee of the school board (Introduction to Business at the 9th grade and Advanced Accounting).

Add/discontinue capstone programs. The district adminstrator said there had been no direct decisions about capstone programs, "though the number of students has increased in each capstone. Kids sell courses. We have community acceptance because kids are well-trained. The business education capstone now has more kids than jobs. The building trades capstone is building a house." A school board/advisory committee member said there had been impact in the building trades capstone program; "The house project is a result of the evaluation."

Articulation within school and between school and community. The LVEC noted that he had received excellent cooperation before the evaluation and that it continues to be good. The district administrator noted that the advisory committee pushed the evaluation into the community. A school board/advisory committee member noted two impacts from the evaluation: increased community awareness through student activities and a tool fund scholarship for vocational students. He also commented, "Articulation [progresses] through the advisory committee into the community."

Vocational guidance program. The district administrator said there had been no impact on the guidance program. A school board/advisory committee member observed some impact in advisement of students at the

9th grade exploratory level.

Placement services. The LVEC and district administrator saw no change as a result of the evaluation. A school board/advisory committee member observed, "People in the community are supporting vocational education because they are employing our graduates."

Adding equipment. The district administrator noted that the purchase of a $20,000 photo type setter for the graphic arts program was an impact of the evaluation. Word processing equipment ($1,800) was also purchased for the business education department as a result of the evaluation. A school board/advisory committee member cited the money raised from the community for a tool fund scholarship.

Role stereotyping. The LVEC said, "there has been no impact. We should have moved, but have not. There is a problem, but efforts have not been made to overcome it." The district administrator saw no impact from the evaluation. A school board/advisory committee member said, "There isn't any [stereotyping] here."

Vocational special needs program. The LVEC noted that career materials had been purchased for native Americans with vocational education funding. The district administrator observed that the evaluation had increased awareness and concern about the program. "It is a difficult area, one of our weakest areas. Getting staff to be more acceptive [is a problem]. Some disciplines are very acceptive, others are hesitant."

Balance of impact between Self Evaluation and On-Site Visitation. The LVEC said the On-Site Visitation had more impact. The district administrator said at first he considered the Self Evaluation to be more

valuable. "However, the follow-up meetings conducted after the evaluation have carried more weight. It surprised me! We have used the Team Report as a lever to get additional materials and equipment, such as word processing equipment for business education."

One instructor commented, "The Self Evaluation had more impact. We need both, though. The evaluation made us realize our own needs. The Team Visit reinforced that." Another instructor favored the On-Site Visitation where "somebody else is looking things over."

A school board/advisory committee member favored the Self Evaluation. "We're more inclined to believe our own people than an outsider. The outsider doesn't understand our situation." Another advisory committee member said, "The Self Evaluation gave us incentive to proceed, and to question what we are doing. We learned something about our own program."

Major areas of impact. Perspectives vary from person to person and will be set out individually.

- The LVEC said, "It gave objectives for the LRP update. These objectives are being implemented or have been completed. There is bette communication among staff and administration as a result of the evaluation."

- The district administrator commented, "There is concern for the business education program to upgrade curriculum, teaching technique, and equipment. The staff accepted the evaluation and took off. In December, 1980, we'll tell the curriculum committee how we judge our school, using both reports.

  "Its tough to say the evaluation had a certain impact. The ball was already rolling. It always comes back to staff and their initiative."

- An instructor noted, "The evaluation gave us a realization that we have a good program here. Vocational education is here to stay."

- An instructor, said, "At the time, I thought the Self Evaluation was busy work (paperwork). I have changed my mind since serving on a team at _____. I didn't understand the evaluation process before. Now I'm reading our own report agian.

  "We had no success in getting some ideas across to the school board and administration. It helps to have somebody else's opinion to reinforce our ideas."

- A school board/advisory committee member said, "We have a better organized vocational education program because of the evaluation. Awareness is there, plans have been identified and communicated.

  "We're not as responsive to pressure groups now, our priorities are already set.

  "The board has a close relationship to staff. We ask department heads to come to board meetings with their concerns."

- An advisory committee member commented, "The big impact is the statistics from the Self Evaluation Report; what has happened to our graduates. We used the Self Evaluation Report to raise money for equipment."

  "We need regularly updated follow-up data in the program in order to promote the building trades program within the community."

Response from LVEC at School E

"My reactions to the case study are as follows:

- "Both the district administrator and I feel that this is an accurate description and have no additional background information to offer.
- "The utilization section describes accurately the process of setting priorities and incorporating them into the long-range plan.
- "The case study does an excellent job of describing the impacts of the evaluation.
- "There are no other impacts that I can add.
- "I believe it provides an excellent overall summary; also, it pinpoints some problem areas that still need attention."

What was unique about evaluation impacts at School E?

School E was well into the Implementation Phase of the evaluation process. Even though it had been 20 months since the On-Site Team Visit, people were well informed about the effects of the evaluation. There was an atmosphere of steadiness among vocational educators at School E. Planning was well ordered and reliable. People seemed to know where they fit into the implementation process.

Much of this stability could be traced to a systematic plan for utilization of findings. A time line had been developed, leading from initial consideration of recommendations through the incorporation of priorities into the Long Range Plan update. The plan specified the involvement of advisory committee members, vocational staff, the LVEC, administration and school board. Each group knew how it fit into the overall utilization plan. Decisions (priorities set) were made by the school board, based on recommendations from the staff.

Articulation was thus strengthened by the evaluation. The district administrator gave a lot of credit to the staff, "[they] accepted the evaluation and took off... it always comes back to staff and their initiative." A school board member spoke of a close relationship between board and staff. He summed it all up in a small phrase, "our priorities are set..."

Case Study - School F

Background

School F is located in a blue collar community of approximately 12,000 population. For a large percentage of the population, the principal occupation of the area is farming with some manufacturing of shoes, plastics and electronic equipment also available. The largest single employer within the district is a state institution located nearby. As of the 1980-81 school year 1,500 students were enrolled in grades 9-12; of that enrollment 1,200 students were enrolled in vocational education. In addition, there is one parochial high school located in the community with an enrollment of 465. Data for the Self Evaluation were collected during the 1977-78 school year. The On-Site Visitation took place in April, 1978. Interviews for the Case Study were conducted in December, 1980, approximately 20 months after the On-Site Visitation. People interviewed included the district administrator, principal, LVEC, 3 vocational instructors, 2 school board members, and 2 advisory committee members.

Utilization

An all school steering committee was formed within one month after the evaluation to give immediate attention to recommendations from the On-Site Visitation. Membership of the steering committee consisted of the LVEC, district adminstrator, principal, a construction employer, and agri-business employer, and staff representatives from all vocational disciplines. The LVEC also presented summarized findings from the Team Report to the business education and distributive education advisory committees.

Priorities were set by individual disciplines. A distributive education instructor noted several priorities that had been carried out:

- A second teacher was hired, necessitated by an enrollment increase (from 67 students in 1976 to 146 students in 1980) and the development of a second coop program.
- The area of marketing was promoted in the middle school.
- Students from the parochial high school participated in the public school distributive education program.
- The advisory committee was reorganized in the fall of 1979; meeting 2-3 times a year.
- Efforts had been made to bridge the gap between middle school and junior level in high school. "Within 2 years we hope to implement sophomore distributive education."

An advisory committee member in that same discipline (distributive education) listed three priorities that resulted from the evaluation:

- Junior high exploratory course.
- Travel budget for DECA.
- An additional teacher (brought about by overflow from middle school into senior high, and course offerings for parochial students).

A business education instructor also noted priorities that had been implemented in that area:

- An FBLA chapter was chartered in the fall of 1980, by a chapter from the local parochial school. The new chapter is "going very well" with 35-40 members.

- Two courses, Office Machines and Business Machines and Filing, have been combined into a one year course. A unit had been added in business data processing. A CESA computer workshop had been attended by the LVEC and staff.

- Dictation/machine transcription had been used more, as shorthand enrollment decreased.

An industrial education instructor remarked that, "The evaluation is strictly a guide if you want to implement recommendations." He noted that the recommendation for department meetings had not been implemented.

Limiting Factors. Cost and budget concerns were mentioned frequently as factors which limited implementation of recommendations. An instructor mentioned LVEC time, and an advisory committee member suggested school board support as limitations. A school board member said, however, "Cost is not that big a factor, if justifiable. If the community accepts a program, the board is receptive to the cost. We're in a good financial position, but we need to show people facts and figures."

Facilitating Factors. Advisory committee recommendations were noted frequently as factors which facilitated implementation of recommendations. Also mentioned were administrative and vocational staff support, the LVEC, and school board support as facilitating factors.

Impact

Changing the role of the LVEC. There was some variation in response to impacts in this area. The district adminstrator saw no change brought about by the evaluation. "We still have an LVEC and are commited to vocational education." The principal stated that the LVEC has increased responsibilities,

but he personally had reallocated priorities. One school board member said there was a "change in LVEC money." Another school board member noted that administrative and LVEC positions had been combined. An advisory committee member observed an expanded role for the LVEC as a result of the evaluation.

Improved advisory committee participation. The district administrator commented that the evalution gave status to the advisory committees. "We listen to them." The principal said, "There are more committees now. This is the finest thing to come out of the evaluation. It gives the community a chance to tell you [their ideas] and help train students." The LVEC noted that advisory committees have more meetings now, except for industrial education. A business education instructor reported that needs assessment for their department is done by the advisory committee, with assistance from the staff. A distributive education adv sory committee member observed that the committee had met more often after the evaluation, and had dropped the decentralized role of the LVEC in the advisory committee.

Increased vocational staff commitment. The district administrator noted, "they were commited already and are functioning well. One department does have increased commitment now." The LVEC reported an addition of 4 staff positions: one each in business education, distributive education, industrial education, and home economics. "Enrollments are up in spite of a decline [in school population]; vocational education is strong!" An advisory committee member commented about the addition of a distributive education instructor. "The evaluation changed attitudes about curriculum and evaluation; it didn't change attitudes of the staff about DECA, however."

Add/discontinue capstone programs. There was widespread similarity in responses about this impact. The distributive education coop program

was cited by the district administrator, the LVEC, the distributive education instructor and the distributive education advisory committee member. Plans for a business education capstone program in 1981-82 were mentioned by the LVEC and the business education instructor. A home economics food service coop program (started 1980-81) and a WECEP program (started 1979-80) were also cited by the LVEC as impacts of the evaluation. The principal was an exception to the above responses, citing no impact from the evaluation on adding or discontinuing capstone programs.

Articulation within school and between school and community. This impact elicited thoughtful responses from several interviewees. The principal observed that articulation occurs through advisory committees. "The articulation between our trade and industry program and _____ Technical School is an outcome of the evaluation. Our graduates have a good start in the Vo-Tech school because of the competencies [we teach] in our vocational education programs." The LVEC mentioned the WESSES accounting. system, "It shows how the dollars are spent; items are visible. We've had only one negative comment about money." The business education instructor talked of improved articulation between the middle and high school. A school board member said, "The large rural population in our district is happy with our vocational progress; this is a result of the evaluation. The lower enrollment [we've had] in vocational education is now increasing. The welding program is expanded. Program and articulation are tied together." An advisory committee member commented about articulation between the machine shop curriculum at the high school and VTAE program. Another advisory committee member noted that their advisory committee meets more often since the evaluation. The district administrator saw no impact from the evaluation on articulation.

Vocational guidance program. The principal noted an increased awareness in the guidance department as a result of the evaluation. "They are consciously suggesting exploratory courses to kids." The district administrator said there was no impact. The LVEC agreed, "They are not responsive to our needs. Efforts to involve [the guidance department] in vocational education have resulted in trauma. The guidance counselors are oriented to the college bound."

Placement services. The LVEC noted that as a result of the evaluation a Job Service representative is a member of all advisory committees.

Adding equipment. The LVEC listed several equipment expenditures that occured as a result of the evaluation:

- $5,000 - $8,000/year in industrial education for four years (new planer, replacement hoist, shared welding equipment).
- $7,500 (1979-80) in business education (replaced manual typewriters).
- Recurring annual replacement in home economics, as recommended in on-site report.

Role stereotyping. The LVEC reported that a sex equity coordinator had been appointed; this person meets with a sex equity committee every second Thursday. The vocational staff participated in a joint inservice on sex equity with a neighboring school district.

Vocational special needs program. There was a difference of views on impacts in this area. The district administrator reported that vocational education staff sit in on M-team meetings. The LVEC, however, noted, "We have two problems: (1) no vocational staff on M-teams and (2) vocational

education is still a dumping ground for special needs [students]. We're not well-prepared to handle special needs kids."

Balance of impact between Self Evaluation and On-Site Visitation. The district administrator said the On-Site visit had more impact. "You clean your house better for company than for family." The principal said, "Getting ready is more important than the actual [evaluation]. The review is the chief value; a test is a measure of that review. The impact of the evaluation is tied back to preparation." The LVEC noted that "at the On-Site, teachers get to tell their story to someone else. It reinforced and documented complaints. Without the On-Site Visitation, the Self Evaluation would have no validity." A distributive education instructor said, "The On-Site Visitation strengthened the Self Evaluation. We knew what was right or wrong. The On-Site reinforced our own assessments." A business education instructor also thought the On-Site Visitation had more impact. A school board member said, "We talked about both. Both are really important; we appreciated the comments and insight. It helped us to confirm decisions." An advisory committee member said the On-Site Visitation had more impact. "Distributive education needs were spelled out more clearly in the Self Evaluation; the On-Site Visitation supported these needs."

Major Areas of Impact. Because of the volume of comments, each interviewee's comments will be noted separately.

- The district administrator said, "We are more secure; we know ourselves better. There has been a major curriculum impact in business education. The evaluation has been helpful in making changes. It has also been used as a reporting device to the board."

- The principal said, "A major impact is the knowledge that we have just scratched areas where coop programs can be effective. Our health occupations are undeveloped."

- The LVEC said the evaluation, "was an attention getter; it helped us to focus, to bring things out in the open so something can be done."

- A distributive education instructor listed four impacts: additional staff (to handle 60 extra students), middle school-parochial school sharing, a second coop program, and improvement in the advisory committee.

- An industrial education instructor noted the shared welding program with the _____ Vocational Technical School.

- A business education instructor noted that, "We have an advisory committee now. We have staff willing to try recommendations. We learned that we have more cooperation from the administration than we thought we had. We don't blame the budget anymore. We've spent more in the last 2 years than in the previous 7. Improvement must come from within; our staff is willing to listen."

- A school board member said, "We're now offering students a more rounded vocational education. We always keep assessing. Outsiders see things we don't see. An outside evaluation is a plus at any time. It results in a better program for students."

- An advisory committee member observed, "The evaluation forced a new interpretation by DPI on the treatment of private students in Wisconsin. Any private student may now request vocational education at any public school."

Response from LVEC at School F

"Sorry this is not typed, however, we are a little shorthanded right now so will comment with a note.

- "The information presented seems appropriate and accurate, I have made some adds and deletes where I thought necessary.
- "The utilization section is accurate, in my opinion, to the priorities set.
- "The only disagreement I would have on impact is that I believe a difference has occured where the administration and principal seem to believe no change has occured as a result of the evaluation. I don't believe you should change your report. I believe I should do my homework a little better to make an impression on these people.
- "No other impacts at this time.
- "The major impact of this case study is to obtain some of the concerns I have just read. I didn't know some of the staff felt the way they did until I read their comments in the review. People will tell an outside observer things they will not tell me."

What was unique about evaluation impacts at School F?

Major program impacts were cited by the administration and staff at School F. The ten people interviewed repeatedly spoke of changes in vocational programs resulting from the evaluation. For example: four coop programs were added, in distributive education, business education, home economics and WECEP. Four staff positions were added, in distributive education, business education, industrial education and home economics. Major equipment expenditures were made in industrial education, business education and home economics. A sex equity coordinator was appointed. Student organizations were strengthened. Articulation between parochial and public schools was initiated.

Positive changes in advisory committees were noted frequently in such phrases as: "the evaluation gave status to advisory committees... we listen to them... there are more committees now... [this is the] finest thing to come out of the evaluation... articulation occurs through our advisory committees, from the T and I committee to the Technical School." Many people said advisory committees facilitated implementation of evaluation findings.

Not all school districts would be able to implement the amount of change listed above. Vocational programs are costly, both in staff and equipment. Vocational enrollments at School F were increasing, however, in spite of overall declining enrollments. One school board member summarized the district's attitude about vocational programming. "Cost is not that big a factor, if justifiable. If the community accepts a program, the board is receptive to the cost." Community impact through improved advisory committees surely strengthened vocational programming at School F.

Case Study Summary

While case study data from 6 schools cannot be generalized to the total population of 58 schools, qualitative data from the case studies can be subjected to a simple numerical analysis. Recurring themes that appear in one or more schools can be tallied; emerging trends can be identified.[10]

Four recurring themes have been uncovered throughout all case study data. Interviewees were encouraged to talk about the major impacts of the evaluation. The frequency of comments about a particular theme is noted in parentheses below, along with an elaboration of that theme.

1. Reinforcement. (12) This theme appeared frequently in 4 out of 6 schools. Interestingly, it did not appear in the two large schools, suggesting that support from the evaluation was more important to the medium and small sized schools. In most cases, people talked of receiving commendations on good programming, occasionally they referred to reinforcement of previously set goals.
2. Program improvement. (10) All schools had comments about how the evaluation influenced vocational programs. In some cases, capstone courses and/or staff were added, or special needs and agriculture/industrial education disciplines worked together on new programs. Occasionally, individual staff members were able to initiate program changes without the assistance of administration.

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[10] See model for methodological mix, Chapter 3, page 20.

3. Direction. (8) The word "focus" appeared surprisingly often from school to school. Interviewees talked of how the evaluation gave new direction to advisory committees, specific programs, and overall vocational program. Two schools had used the evaluation to establish long range objectives.

4. Articulation. (6) Most schools had used the evaluation as a useful vehicle for articulation, both with the community and within the school.

One final theme that influenced how the evaluation was used concerns the expectations of people and groups of what the evaluation would do for them. In schools where people had differing or negative expectations about the benefits of the evaluation, program impacts were lower. The most remarkable impacts came from schools where several people expected (and planned) to use evaluation findings. They displayed a positive, open attitude to the entire process which later continued into utilization and impact.

Chapter 5

CONCLUSIONS

This study attempted to assess the impacts on 58 schools and 379 On-Site Visitation team members of participating in a Wisconsin Secondary Vocational Education Evaluation during three years, 1978-80. To accomplish this, a methodological mix was chosen, so that impacts could be documented quantitatively through questionnaire data, and qualitatively through case studies.

Quantitative data were collected through 495 questionnaires; 116 were sent to Local Vocational Education Coordinators (LVECs) and 379 were sent to On-Site team members. Evaluation participants were surveyed on 14 impact areas. Two kinds of utilization were identified: decision-making and discussion;[11] respondents rated the degree of impact from both kinds of utilization. Questions were asked about the people involved in making the change (impact), the situation in which decisions for change took place (informal to formal), and when the impact occurred.

Qualitative data were collected through 8-10 interviews conducted at each of 6 secondary schools, chosen by geographic location and size of school. Utilization of findings and impacts were then described in 6 case studies, highlighting multiple points of view involved in decision-making and discussion. A draft copy of the appropriate case study was sent to each LVEC. His reaction is included with each case

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[11]Responses of "yes" were defined as utilization through decision-making. Responses of "no, but findings were used in discussion," were defined as utilization through discussion.

study, constituting a field validation of the draft. A content analysis was then performed for each case study, describing impacts for that school in a holistic approach.

Findings of the study showed that participation of schools in a secondary vocational education program evaluation during three years, 1978-80, changed the vocational programs of most of the 58 schools involved. In addition, serving on an On-Site Team Evaluation changed the way in which most vocational educators did their work after serving as on-site evaluators. This study shows that, for most effect, evaluation findings must be discussed and acted upon within three months in a specially called, structured meeting with the LVEC, district administrator, principal, and vocational staff participating. Impact was not automatic. When the evaluation made a difference, the personal factor was evident: some person or persons took the initiative to utilize the findings. Impact on team members depended upon their taking initiative, also.

Conclusions About Schools

Utilization of Evaluation Findings

The manner in which each school utilized evaluation findings influenced the effectiveness of the evaluation. Phases in the utilization process included dissemination of findings, consideration of recommendations and setting priorities.

In each utilization phase, four groups of people were most likely to take the initiative to carry it out: the LVEC, district administrator, principal and vocational staff. (School board members, advisory committee members, special needs staff, and guidance staff were less involved in the utilization process.)

- The LVEC was involved at a high level in all utilization phases, with a higher percentage of involvement than any other person.
- The only exception to the LVEC's top involvement rank was in the category of rejection of recommendations where the district administrator made these decisions.
- The vocational teachers' moderate role occurred primarily in processes leading to program change, i.e., analyzing and summarizing findings, addressing problems and strengths, and setting priorities.

Impacts came from two forms of utilization: decision-making and discussion. In most cases impact resulted from decision-making, however in 3 out of 10 impact areas, change occurred in the form of increased communication and discussion about the quality of vocational programming. This occurred even though the design of the questionnaire encouraged respondents not to consider discussion as an impact. ("No [impact], but findings were utilized in discussion").

- Areas in which change resulted more often from decision-making included increased vocational staff commitment, articulation, vocational guidance, efforts to reduce role stereotyping,services to special needs students, adding equipment, and improved advisory committee participation.
- Areas in which change resulted more often from discussion included changing the role of the LVEC, adding/discontinuing capstone programs, and improving placement services.

The nature of the impact areas influenced the relationship[12] between the impact value and the amount of utilization. For example:

- Impact areas which require fiscal and staff decisions (adding/discontinuing capstone programs, changing the role of the LVEC, services to special needs students, and adding equipment) were judged to have high impact value even though they had low utilization.[13]
- Impact areas which do not require fiscal and staff decisions (improved vocational staff commitment, articulation, vocational guidance, and advisory committee participation) had high utilization, but were judged to have low impact.
- Discussion about program areas can produce limited impact, but if major impact is desired, direct action must be taken.

Another way that utilization of evaluation findings influenced changes in vocational programming was through the interaction between people, situations, and time.

- There was a difference in the people involved between impact areas requiring fiscal/staff decisions and areas not requiring fiscal/staff decisions. The LVEC showed consistent high

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[12]Responses of "yes [impact]," showed a negative correlation ($r = -.636$) between mean scores of degree of impact and percent of utilization. This is significant at the .05 level. Responses of "no [impact], but findings were utilized in discussions," also showed a negative correlation ($r = -.446$). This is not significant at the .05 level; however, it shows the same trend toward an inverse relationship between degree of impact and percent of utilization.

[13]Decisions in these areas may be delayed for a year or more, because of budgetary considerations. Some schools in the sample had completed their evaluation less than one year before they were surveyed about impacts.

involvement in all impact areas. The district administrator and school board members made decisions about some impact areas, but did not participate in discussions. The principal and vocational staff showed parallel involvement: in some areas both participated more in decision-making; in other areas both participated more in discussion about vocational programming.

- In 7 out of 10 areas, impact happened in a called or special meeting with a structured agenda. Impact happened in the remaining three areas in regularly scheduled meetings with no structured agenda, such as advisory committee or vocational department meetings.
- Change took place within 3 months in 6 of 10 areas, and in 3-6 months in another 3 areas.

Impacts

Utilization of evaluation findings must happen first in order for change to take place. As the utilization process continues, general and specific changes occur. This study showed that the overall evaluation had moderate to high impact in over two-thirds of the schools. Of the two phases, the On-Site Visitation was judged to have more impact than the Self Evaluation. Respondents also judged that the evaluation cycle was important and should be continued. Ten specific impact areas were studied; conclusions about these areas are presented below. References are made to individual case studies as descriptive examples of conclusions.

Changing the Role of the LVEC. The evaluation stimulated a lot of discussion about the LVEC's role, but few changes were made. When there was an impact, the district administrator and school board were most

involved in the decisions, surprisingly in unstructured meetings. This suggests that decisions about the role of the LVEC were usually made in an informal setting; considerations were seldom placed on a formal agenda. These decisions were primarily made 3-6 months after the evaluation. (See Case Studies E, page 114 and A, page 77.)

Increased vocational staff commitment. A major utilization of findings in this area is documented, especially in the decision-making form of utilization, with impact judged moderate to considerable. This utilization is all the more noteworthy because staff commitment is essential in bringing about the most important specified outcome of the evaluation program, improvement at the local level. (See Case Study F, page 128.) The LVEC and vocational staff worked together to produce this change, with the principal assisting much of the time. These people met in called or special meetings with a structured agenda. Changes took place right away, within 3 months. (See Case Study A, page 80.)

Employer/advisory committee member participation. A significant number of schools utilized findings in encouraging community participation in vocational programming. While more schools preferred the decision-making form of utilization over discussion, the difference was not large. When utilization led to decisions, impact was moderate; when findings were only discussed, the impact was judged of less value. The LVEC, vocational staff and advisory committee members worked closely together, in a called or special meeting with a structured agenda. Changes took a little longer to effect, in 3-6 months. (See Case Studies D, page 104 and F, page 124.)

Articulation. Utilization of findings in this area was high, particularly in decision-making. Interestingly, impact value was judged to be moderate in both discussion and decision-making forms of utilization. The LVEC, vocational staff and principal collaborated to produce this change, with a significant input from advisory committee members. Changes occurred in a called or special meeting with a structured agenda, within three months. (See Case Studies D, page 105; E, page 115; and F, page 125.)

Guidance. Impact value was judged moderate to considerable in decision-based utilization and of less value when findings were only discussed. Utilization was high, however, especially in decision-making. The LVEC and guidance staff were most involved in changes, with the principal and district administrator also contributing. It is interesting to note that vocational staff had low input into vocational guidance programming. Changes occurred in regularly scheduled meetings, such as advisory committee or vocational department meetings, with an informal or unstructured format. Changes took place within 3 months. Further attention is drawn to the fact that the situation for change was different from that of other impact areas. In most cases no special meetings were called to address the implications of evaluation findings on the guidance program. Case study respondents described the potential for the evaluation to change some counselor's viewpoints to include more emphasis on vocational guidance services. (See Case Studies C, page 94 and D, page 105.)

Adding/discontinuing capstone programs. Impact from the evaluation on capstone programs was infrequent, but important when it did occur.

Utilization of evaluation findings in decision-making was the lowest of all 10 impact areas, yet impact value was judged the highest (considerable). Utilization of findings in discussion was higher than any other area (except changing the role of the LVEC), yet impact from discussion was low. This suggests that while the evaluation has potential for major impact on capstone programming, decisions are difficult to make. The LVEC and vocational staff were most involved in these decisions, with the district administrator and principal also contributing. Changes occurred in a called or special meeting with a structured agenda. Decisions in this impact took longer to make (1-2 years), possibly caused by fiscal and curriculum considerations connected with capstone programs. (See Case Studies F, page 124 and E, page 115.)

Special Needs. Impact through decision-making was important; however, utilization was moderate. Discussion of findings produced both low utilization and low impact value. When decisions were made, the LVEC and special needs staff were involved; the principal and vocational staff also contributed. Guidance staff were seen to be involved only half of the time. Changes occurred in a called or special meeting with a structured agenda. Action was taken within 3 months. (See Case Studies A, page 79 and C, page 95.)

Adding Equipment. In making decisions about equipment, utilization of evaluation findings was low, but impact value was judged moderate to considerable. Discussion-based utilization was less frequent and was judged of little importance. The LVEC, vocational staff and district administrator were most involved, with a significant contribution to decision-making by advisory committee members. Changes occurred in a

called or special meeting with a structured agenda, within three months. While questionnaire data show low utilization of evaluation findings in decisions to purchase equipment, 3 of the 6 case studies indicate major expenditures made as a result of evaluation recommendations. (See Case Studies C, page 94; E, page 116; and F, page 126.)

Role Stereotyping. When evaluation findings were utilized in making decisions, the impact value was important; however, utilization was only moderate. Discussion about findings happened infrequently, and produced low impact. Case study data (as noted below) illuminate the frustrations and resistance that accompany any change made in this area. The LVEC worked closely with the vocational staff, guidance staff and principal in effecting change. Participation of guidance staff is particularly noteworthy here, showing more involvement than in any other impact area, except in guidance services. Changes took place in regularly scheduled, but unstructured meetings; such as, advisory committee or vocational department meetings, or faculty inservice. Impact in this area happened most often in 1-2 years, further suggesting that decisions in this area are not quick and easy. (See Case Studies A, page 79; B, page 87; C, page 95; E, page 116, and F, page 126.)

Placement services. Utilization of evaluation findings in this area was lowest in both decision-making and discussion. However, in those cases where decisions were made, impact was important. Low impact in this area contrasts sharply with data from the Third Annual Composite Report, 1979-80, which shows high employment rates for capstone and vocational graduates. It may be that placement of graduates is functioning so well already, that necessary improvement was small. When changes did

occur, the LVEC, vocational staff, guidance staff, and interestingly, the district administrator were most involved. Decisions happened in structured meetings, both on a called or special basis and those that were regularly scheduled. Changes happened within 3 months. (See Case Study F, page 126.)

Conclusions About Team Members

Utilization of On-Site Evaluation Experience

An unspecified outcome of the evaluation was the impact on Team Members and how they did their work as vocational educators. The catalyst in the On-Site experience was the interaction between the Team Member and the persons he/she interviewed. The team member had to rely on his/her own skills in observations. Working with other team members contributed significantly to the experience, particularly as the team came to consensus. At the end of the On-Site Visit, team members organized and communicated their conclusions, recommendations, and suggested solutions via a written report. Throughout the visit and especially as the team members left the school to go home, evaluators were thoughtful about how they could use new ideas.

When schools utilized evaluation findings, there were diverse decision-makers who initiated change. The On-Site evaluator, however, was the sole initiator of change in utilizing his/her team experience.

Schools worked on the evaluation for 12-18 months before utilization began. Team members agreed to serve as evaluators 2-3 months before the On-Site Visit; they received no advance training other than the mailings of the Team Visit Guidelines.

Team members came from diverse vocational education positions: local vocational staff, LVECs, administration, VTAE staff, university faculty, and DPI consultants.

No case study data were collected from team members to assist in drawing relevant conclusions. Descriptions of impacts could have been stronger with the addition of qualitative data.

Two forms of utilization were studied: decision-making and discussion. There was no apparent preference of decision-making, implying that the nature of impact on team members came as much through discussion as through decision-making. The impact value was judged slightly higher when decisions were made, as was the case in utilization of findings by schools. One should remember that respondents were encouraged by the design of the questionnaire to consider discussion as "no impact." The fact that respondents voluntarily rated the middle choice positively, seems to indicate additional support for the view that discussion did have impact.

Another way that utilization of the On-Site experience influenced change in the Team Member's professional work was through the interaction between people, situations and time.

- Team members initiated change; they also motivated others to take action. Four people were consistently involved: the LVEC, vocational staff, principal and district administrator. In addition, advisory committee members participated in spin-offs to home programs and DPI consultants participated in statewide articulation.

- In 3 of the 4 impact areas, change occurred in an unscheduled, unstructured setting, such as a coffee break or spontaneous

contact in an office or lounge. Impact on financial considerations occurred with equal frequency in informal or formal settings.

- Change happened within 3 months in 3 of the 4 impact areas. Impact in financial considerations took longer: 6 months to 1 year. This is consistent with the fact that budget decisions were made annually.

Impacts

The impact on the professional growth of team members was outstanding. Over 90 percent of the 286 respondents said the On-Site Visitation functioned as an inservice training session. Not only did they learn from the experience, but also nearly three-quarters of the respondents said they changed their practices as vocational educators. Developing a network of personal contacts in vocational education was also viewed as an important impact of serving on an On-Site Visitation. Four specific impact areas were studied; conclusions about these areas are presented below.

Spin-off to home program. Utilization is highest of the four impact areas, showing decision-making and discussion as approximately equal. Impact value was judged to be moderate for both forms of utilization. One hundred eighty-three vocational educators used the evaluation experience to improve their home programs. The vocational staff and LVEC were most involved in this change with additional input from advisory committee members, the principal and district administrator. Changes occurred in casual, spontaneous situations, within 3 months.

Reciprocity between schools. Impact occurred slightly more often through decision-making than through discussion, with moderate impact value.

Overall, 122 team members saw changes taking place in reciprocity as a result of the evaluation. The LVEC and district administrator were most involved, with additional input from the principal and vocational staff. Changes occurred in casual, spontaneous situations, within three months.

State-wide articulation in vocational education. Ninety-five vocational education leaders of the state viewed serving on an On-Site Team Visitation as having an impact on facilitating and developing state-wide articulation in vocational education. Changes occurred in decision-making slightly more often than in discussion. Impact value was judged moderate. The LVEC and vocational staff worked together in making changes with additional involvement from the principal, district administrator, and DPI consultants. Change occurred in casual, spontaneous situations, within 3 months.

Financial considerations. Utilization was lowest of all four areas in financial matters (change in personnel, equipment or program). In those cases where there was utilization, however, impact value was judged moderate. The district administrator, vocational staff and principal were most involved in decisions for change, with additional input from the LVEC. Changes took place with equal frequency in informal and formal settings, in 6 months to 1 year.

Implications

Program evaluation made a difference. The conclusions of this study show that impacts from evaluation of vocational education can be measured. These measurements indicate improvement is being accomplished in vocational education throughout the state; and vocational educators have changed positively because of their evaluation experience. Several

implications are inferred, at local, state and national levels in accordance with the outcome measures specified in the Wisconsin Secondary Vocational Education Evaluation Project. (Dale, 1980)

Local

- Specific plans for the implementation process should be made before the arrival of the On-Site Team, so that momentum generated by the evaluation will not be lost. Since most impact happened within 3 months, it is important to address findings as soon as possible after the conclusion of the On-Site Visit. For maximum benefit, special meetings should be called to consider recommendations, involving especially the LVEC, district administrator, principal and vocational staff. Advisory committee members, guidance staff, special needs staff and school board members should be involved where appropriate.

- When the evaluation was effective, the impact could be traced to the commitment and enthusiasm of people. Usually the LVEC initiated and coordinated utilization. It should be noted that the current trend for schools to drop the services of an LVEC requires a directive on the part of the local administrator to specify who will coordinate the utilization process.

- Team members overwhelmingly agreed that serving on an On-Site Team enhanced their professional growth and changed their practices as vocational educators. Local administrators should actively seek evaluation experiences for their vocational education staff as professional growth opportunities.

State

- The commonality of evaluation experiences produced professional interaction throughout the state. Since there was a mix of people involved in all phases of the evaluation (local staff and administration, VTAE staff, university faculty and DPI consultants) articulation was facilitated. A state level effort is needed to

to communicate how evaluation findings were utilized, so that periodic articulation is further stimulated. For example: an implementation package could be developed using results from this study to be sent to schools before their On-Site Visitation. Another example would be a statewide newsletter highlighting cases of successful utilization.

- This study shows that statewide evaluation of vocational education does produce impact on local programs and people. Therefore, state-wide evaluation should continue to be an integral part of the state's vocational education program.

- Local self evaluation data have been combined into annual statewide reports, i.e., The Third Annual Composite Evaluation Report for Secondary Vocational Education in Wisconsin, 1979-80. The Department of Public Instruction should continue to make maximum use of these reports in presenting facts about vocational education to the state legislature.

National

- The depth and multiplicity of impacts identified in this statewide study show that changes from evaluation of vocational education are measurable and positive. Therefore, this study can be used to justify expenditures in evaluative research of vocational education at the national level. Impact studies show the effectiveness of program evaluation similar to the way in which outcome studies justify expenditures at the local level. Other states may conduct similar impact studies of vocational program evaluation to justify their evaluation expenditures.

- The major thrust of this study has been the identification of impacts from the grass roots. If other states produced similar data, regional and national level conclusions could be drawn about the effectiveness of program evaluation in vocational education. National data would carry more impact if it included micro studies (local involvement in collection and interpretation)

thus avoiding the irrelevancy of a system where accountability questions are generated at the macro level. Surveys producing national averages give meaningless and inaccurately negative generalizations. To produce valid national data, micro studies from all sections of the nation should be assembled. This is not currently accomplished by national level personnel making on-site spot checks of vocational education.

- Data from The Third Annual Composite Evaluation Report have been used by the American Vocational Association in testimony before Congress. Since this study shows that the Wisconsin evaluation model has measurable impact in over two-thirds of the schools evaluated, AVA should use conclusions from this study as additional testimony in reauthorization hearings.

Recommendations

- Develop an implementation package to assist schools in utilization of evaluation findings, based on conclusions from this study. The package should be made available to schools during their self evaluation phase, so that they will be able to plan the utilization process before their on-site visitation. This plan for utilization will thus enable the school to maximize the momentum generated by the on-site visitation and begin using the findings immediately. The package should contain specific suggestions on how to proceed. For example: how to develop an overall utilization plan, when to call meetings, who should attend, how to develop agendas, how to conduct meetings, how to make better decisions from discussion, how to link evaluation findings to the Local Long Range Plan, etc.

- A systematic followup of schools completing the evaluation should be continued, so that changes in utilization can be documented. This is, in effect,a meta evaluation (an evaluation of the evaluation) and can be used to improve and revise the model.

- Further research should be done on how attitudes about evaluation influence changes resulting from the evaluation. Does it make a difference in ultimate impact whether the school views the evaluation process as a positive experience or as strictly a mandated requirement?
- Further research should be done on strategies that make effective use of evaluation data. What utilization processes have maximized benefits of the evaluation? What factors limit use of evaluation data?

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17 November 1980

Dear LVEC:

In a continued effort to update and evaluate the Secondary Vocational Program Evaluation Project, we are conducting a study of the impacts on schools of participating in a Secondary Vocational Education Evaluation. We will be collecting data about

(1) the dissemination and utilization of findings from the Self Evaluation Report and the Team Report, and

(2) changes (or impacts) which have occured as a result of a school completing the Self Evaluation and On-Site phases.

We ask your assistance in completing and returning the enclosed two questionnaires. Seventy-eight schools have completed both phases of the evaluation as of May, 1980. We will be collecting data from each of those 78 schools, and as you may understand, we are especially interested in a high percentage of return.

If you have served on an On-Site Visitation Team, you will also be receiving a questionnaire about that experience in a separate mailing.

Those of you who work closely with the Secondary Vocational Evaluation Project have frequently observed unexpected positive outcomes (as a by-product to evaluating vocational programs) for schools and team members participating in the process. We are hoping to provide some documentation for these outcomes.

Thank you for your assistance in this study. Please return the two enclosed questionnaires by mid-December, 1980. A postage paid envelope is enclosed for your use.

Sincerely,

Elizabeth Klitzke

Elizabeth Klitzke, Co-Director
Secondary Vocational Evaluation Project
Center for Vocational, Technical
and Adult Education
(715) 232-1658

js

Enclosures

CVTAE
UW-Stout
Nov. 80
E. Klitzke

UTILIZATION OF FINDINGS FROM SELF EVALUATION AND TEAM REPORTS

Secondary Vocational Evaluation
Phases I and II

For questions 1 through 8, use the following key for persons involved in the local vocational program.

1. Advisory Committee Member(s)
2. District Administrator
3. Guidance Staff
4. High School Principal(s)
5. LVEC
6. School Board Member(s)
7. Special Needs Staff
8. Vocational Department Head(s)
9. Vocational Teacher(s)

Other_____

1. What person(s) decided the scope of distribution of the Self Evaluation and Team Reports? *Using above key, check (√) all that apply.*

   For example: if an Advisory Committee Member was involved in this decision, check ___√___ *1.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

2. What person(s) analyzed, summarized and/or condensed the findings of the Self Evaluation and Team Reports? *Using the above key, check (√) all that apply.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

3. What person(s) addressed the major problems highlighted in the Self Evaluation and Team Reports? *Using the above key, check (√) all that apply.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

4. What person(s) addressed the strengths highlighted in the Self Evaluation and Team Reports? *Using the above key, check (√) all that apply.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

KEY:

1. Advisory Committee Member(s)
2. District Administrator
3. Guidance Staff
4. High School Principal(s)
5. LVEC
6. School Board Member(s)
7. Special Needs Staff
8. Vocational Department Head(s)
9. Vocational Teacher(s)

Other_____

5. What person(s) participated in setting priorities based on recommendations from the Self Evaluation and Team Reports? *Using the above key, check (√) all that apply.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

6. What person(s) participated in deciding to reject or postpone recommendations from the Self Evaluation and Team Reports? *Using the above key, check (√) all that apply.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

7. What person(s) is responsible for monitoring the implementation of recommendations from the Self Evaluation and Team Reports? *Using the above key, check (√) all that apply.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

8. What person(s) is responsible for evaluating changes resulting from implementation of recommendations from the Self Evaluation and Team Reports? *Using the above key, check (√) all that apply.*

____1.	____4.	____7.	Other
____2.	____5.	____8.	*(please identify)*
____3.	____6.	____9.	_____

To what degree did the following factors limit the implementation of recommendations from the Self Evaluation and Team Reports? *Circle the appropriate number for each factor.*

Factors Limiting Implementation	Degree of Limitation		
	Low 1	Moderate 2	High 3
9. Cost	1	2	3
10. Equipment.	1	2	3
11. Facilities	1	2	3
12. School board support	1	2	3
13. Vocational staff support	1	2	3
14. Administration support	1	2	3
15. Advisory committee support	1	2	3
16. LVEC time.	1	2	3
17. District policy/regulations.	1	2	3
18. State policy/regulations	1	2	3
19. Appropriateness of recommendations .	1	2	3
20. Other _____ *(please identify)*	1	2	3

* *

To what degree did the following factors facilitate the implementation of recommendations from the Self Evaluation and Team Reports? *Circle the appropriate number for each factor.*

Factors Facilitating Implementation	Degree of Facilitation		
	Low 1	Moderate 2	High 3
23. Moderate cost.	1	2	3
24. Equipment.	1	2	3
25. Facilities	1	2	3
26. School board support	1	2	3
27. Vocational staff support	1	2	3
28. Administration support	1	2	3
29. Advisory committee support	1	2	3
30. LVEC time.	1	2	3
31. District policy/regulations.	1	2	3
32. State policy/regulations	1	2	3
33. Appropriateness of recommendations .	1	2	3
34. Other _____ *(please identify)*	1	2	3

... over please ...

35. Were any of the following items barriers to the distribution of the Self Evaluation and Team Reports? *Check (✓) all that apply.*

_____1. Inadequate duplicating/copying equipment in your school
_____2. Cost
_____3. Lack of clerical services
_____4. Time pressures
_____5. LVEC time
_____6. School board support
_____7. Administration support
_____8. Vocational staff support
_____9. Other _____ *(please identify)*

36. Were condensed findings of the Self Evaluation and Team Reports presented to any of the following? *Check (✓) all that apply.*

_____1. News media
_____2. School board
_____3. Advisory committees
_____4. Vocational departments
_____5. Administration
_____6. Other _____ *(please identify)*

Please return by mid-December, 1980 to:

Elizabeth Klitzke, Co-Director
Secondary Vocational Evaluation Project
Center for Vocational, Technical
and Adult Education
UW-Stout
Menomonie, WI 54751

I wish to receive a copy of the results of the study.

Name _____

Address _____

_____

_____

CVTAE
UW-Stout
Nov. 80
E. Klitzke

IMPACTS ON SCHOOLS OF FINDINGS
FROM SELF EVALUATION AND TEAM REPORTS

Secondary Vocational Evaluation
Phases I and II

1. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON CHANGING THE ROLE OF THE LVEC? *Check (√) one.*

____1. Yes, *Go to item 2.*
____2. No, but findings were utilized in discussions. *Go to item 2.*
____3. No, findings were not used in any discussions. *Go on to item 18.*

2. What was the nature of the impact? *Circle one number.*

HIGH NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	NO IMPACT	MODERATE IMPACT	HIGH IMPACT
Discontinuance of LVEC position	Some reduction of LVEC time	No change in LVEC role	Some increase of LVEC time	Substantial increase of LVEC time, redefined LVEC role
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____3. Advisory Committee Member(s)
____4. District Administrator
____5. Employer(s)
____6. Guidance Staff
____7. LVEC
____8. Outside Resource Person(s)
____9. Principal(s)
____10. School Board Member(s)
____11. Special Needs Staff
____12. Student(s)
____13. Vocational Department Head(s)
____14. Vocational Staff
15. Other_____

16. In what situations did the decision for that change take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)
____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)
____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)
____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

17. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

... over please ...

18. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON IMPROVED EMPLOYER/ADVISORY COMMITTEE MEMBER PARTICIPATION? *Check (√) one.*

____1. Yes, *Go to item 19.*
____2. No, but findings were utilized in discussions. *Go to item 19.*
____3. No, findings were not used in any decisions. *Go on to item 35.*

19. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____20. Advisory Committee Member(s)
____21. District Administrator
____22. Employer(s)
____23. Guidance Staff
____24. LVEC
____25. Outside Resource person(s)
____26. Principal(s)
____27. School Board Member(s)
____28. Special Needs Staff
____29. Student(s)
____30. Vocational Department Head(s
____31. Vocational Staff
32. Other_____

33. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)
____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)
____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)
____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

34. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

35. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON INCREASED VOCATIONAL STAFF COMMITTMENT (INVOLVEMENT) TO THE LOCAL VOCATIONAL EDUCATION PROGRAM? *Check (√) one.*

____1. Yes, *Go to item 36.*

____2. No, but findings were used in discussions. *Go to item 36.*

____3. No, findings were not used in any decisions. *Go on to item 52.*

36. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____37. Advisory Committee Member(s)
____38. District Administrator
____39. Employer(s)
____40. Guidance Staff
____41. LVEC
____42. Outside Resource person(s)
____42. Principal(s)
____44. School Board Member(s)
____45. Special Needs Staff
____46. Student(s)
____47. Vocational Department Head(s)
____48. Vocational Staff
49. Other_____

50. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

51. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

... *over please* ...

52. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON THE DECISION TO ADD/DISCONTINUE CAPSTONE PROGRAMS? *Check (√) one.*

____1. Yes, add Capstone program. *Go to item 53.*

____2. Yes, discontinue Capstone program. *Go to item 53.*

____3. No, but findings were utilized in discussions. *Go to item 53.*

____4. No, findings were not used in any decisions. *Go on to item 69.*

53. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____54. Advisory Committee Member(s)
____55. District Administrator
____56. Employer(s)
____57. Guidance Staff
____58. LVEC
____59. Outside Resource person(s)
____60. Principal(s)
____61. School Board Member(s)
____62. Special Needs Staff
____63. Student(s)
____64. Vocational Department Head(s)
____65. Vocational Staff
66. Other_____

67. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda)

____3. structured, not regularly scheduled (i.e., called meeting with agenda)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

68. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

69. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON IMPROVING ARTICULATION WITHIN THE SCHOOL AND BETWEEN SCHOOL AND COMMUNITY? *Check (√) one.*

____1. Yes, *Go to item 70.*

____2. No, but findings were utilized in discussions. *Go to item 70.*

____3. No, findings were not used in any decisions. *Go on to item 86.*

70. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____71. Advisory Committee Member(s)
____72. District Administrator
____73. Employer(s)
____74. Guidance Staff
____75. LVEC
____76. Outside Resource person(s)
____77. Principal(s)
____78. School Board Member(s)
____79. Special Needs Staff
____80. Student(s)
____81. Vocational Department Head(s)
____82. Vocational Staff
83. Other_____

84. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

85. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

... *over please* ...

86. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON THE VOCATIONAL GUIDANCE PROGRAM? *Check (√) one.*

_____1. Yes. *Go to item 87.*

_____2. No, but findings were utilized in discussions. *Go to item 87.*

_____3. No, findings were not used in any decisions. *Go on to item 103.*

87. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

• What people were involved in making this change? *Check (√) all that apply.*

_____88. Advisory Committee Member(s)
_____89. District Administrator
_____90. Employer(s)
_____91. Guidance Staff
_____92. LVEC
_____93. Outside Resource person(s)
_____94. Principal(s)
_____95. School Board Member(s)
_____96. Special Needs Staff
_____97. Student(s)
_____98. Vocational Department Head(s)
_____99. Vocational Staff
100. Other_____

101. In what situations did the decision for these changes take place? *Check (√) all that apply.*

_____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

_____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)

_____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

_____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

102. When did this impact occur? *Check (√) one.*

_____1. within 3 months
_____2. 3 - 6 months
_____3. 6 months - 1 year
_____4. 1 - 2 years
_____5. after 2 years

103. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON PLACEMENT SERVICES FOR VOCATIONAL STUDENTS? *Check (√) one.*

____1. Yes. *Go to item 104.*

____2. No, but findings were utilized in discussions. *Go to item 104.*

____3. No, findings were not used in any decisions. *Go on to item 120.*

104. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____105. Advisory Committee Member(s)
____106. District Administrator
____107. Employer(s)
____108. Guidance Staff
____109. LVEC
____110. Outside Resource person(s)
____111. Principal(s)
____112. School Board Member(s)
____113. Special Needs Staff
____114. Student(s)
____115. Vocational Department Head(s)
____116. Vocational Staff
117. Other_____

118. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

119. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

120. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON ADDING EQUIPMENT TO THE VOCATIONAL PROGRAM? *Check (√) one.*

____1. Yes. *Go to item 121.*

____2. No, but findings were utilized in discussions. *Go to item 121.*

____3. No, findings were not used in any decisions. *Go on to item 137.*

121. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____122. Advisory Committee Member(s)
____123. District Administrator
____124. Employer(s)
____125. Guidance Staff
____126. LVEC
____127. Outside Resource person(s)
____128. Principal(s)
____129. School Board Member(s)
____130. Special Needs Staff
____131. Student(s)
____132. Vocational Department Head(s)
____133. Vocational Staff
134. Other_____

135. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

136. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

137. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON EFFORTS TO REDUCT ROLE STEREOTYPING IN THE VOCATIONAL PROGRAM? *Check (✓) one.*

____1. Yes. *Go to item 138.*

____2. No, but findings were utilized in discussions. *Go to item 138.*

____3. No, findings were not used in any decisions. *Go on to item 154.*

138. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (✓) all that apply.*

____139. Advisory Committee Member(s)
____140. District Administrator
____141. Employer(s)
____142. Guidance Staff
____143. LVEC
____144. Outside Resource person(s)
____145. Principal(s)
____146. School Board Member(s)
____147. Special Needs Staff
____148. Student(s)
____149. Vocational Department Head(s)
____150. Vocational Staff
151. Other_____

152. In what situations did the decision for these changes take place? *Check (✓) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

153. When did this impact occur? *Check (✓) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

... *over please* ...

154. DID THE SELF EVALUATION AND ON-SITE VISIT HAVE AN IMPACT ON THE VOCATIONAL SPECIAL NEEDS PROGRAM? *Check (√) one.*

____1. Yes. *Go to item 155.*

____2. No, but findings were utilized in discussions. *Go to item 155.*

____3. No, findings were not used in any decisions. *Go on to item 171.*

155. What was the degree of impact? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

• What people were involved in making this change? *Check (√) all that apply.*

____156. Advisory Committee Member(s)
____157. District Administrator
____158. Employer(s)
____159. Guidance Staff
____160. LVEC
____161. Outside Resource person(s)
____162. Principal(s)
____163. School Board Member(s)
____164. Special Needs Staff
____165. Student(s)
____166. Vocational Department Head(s)
____167. Vocational Staff
168. Other_____

169. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/ no agenda, Vocational Department meeting/no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

170. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

171. WHAT WAS THE DEGREE OF IMPACT OF THE OVERALL EVALUATION (SELF EVALUATION AND ON-SITE PHASES)? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

172. HOW WOULD YOU RATE THE BALANCE OF IMPACT BETWEEN THE SELF EVALUATION AND ON-SITE VISIT? *Circle one number.*

Greater impact Self Evaluation			Equal Impact			Greater Impact On-Site Visit
1	2	3	4	5	6	7

173. WHAT IMPORTANCE DO YOU ATTACH TO THE CONTINUATION OF THE EVALUATION CYCLE? *Circle one number.*

Not important do not continue		Undecided		Very important must continue
1	2	3	4	5

174. BRIEFLY LIST THE MAJOR AREAS OF IMPACT THAT OCCURED IN YOUR SCHOOL.

_____

_____

_____

What caused this impact?_____

_____

... over please ...

175. WERE THERE OTHER WAYS IN WHICH YOU USED THE EVALUATION?

_____

_____

_____

176. WHAT NEEDS TO BE DONE TO IMPROVE THE IMPACT OF THE EVALUATION?

_____

_____

_____

please return by mid-December, 1980 to:

Elizabeth Klitzke, Co-Director
Secondary Vocational Evaluation Project
Center for Vocational, Technical and Adult Education
UW-Stout
Menomonie, WI 54751

I wish to receive a copy of the results of this study.

Name_____

Address_____

_____

_____

17 November 1980

Dear On-Site Evaluation Team Member:

In a continued effort to update and evaluate the Secondary Vocational Program Evaluation Project, we are conducting a study of the impacts on team members of participating in a Secondary Vocational Evaluation.

We ask your assistance in completing and returning the enclosed questionnaire. Approximately 400 individuals have served as team members and leaders as of May, 1980. We are sending a questionnaire to each of those 400 individuals, and as you may understand, we are especially interested in a high percentage of return.

> If you are an LVEC whose school(s) has completed both the Self Evaluation and On-Site phases of the evaluation process, as of May, 1980, you will also be receiving two questionnaires about the impacts on that school.

Those of us who work closely with the Secondary Vocational Evaluation Project have frequently observed unexpected positive outcomes (as a by-product of evaluating vocational programs) for schools and team members participating in the process. We are hoping to provide some documentation for these outcomes.

Thank you for your assistance in this study. Please return the enclosed questionnaire by mid-December, 1980. A postage paid envelope is enclosed for your use.

Sincerely,

Elizabeth Klitzke

Elizabeth Klitzke, Co-Director
Secondary Vocational Evaluation Project
Center for Vocational, Technical
and Adult Education
(715) 232-1658

js

Enclosures

IMPACTS ON TEAM MEMBERS
PARTICIPATING IN A VOCATIONAL ON-SITE TEAM VISITATION
Secondary Evaluation Project - Phase II

UW-Stout
Nov. 80
E. Klitzke

Your position _____

Level at which you work:

_____Junior High School _____VTAE _____Business/Industry
_____Senior High School _____University _____other *(please specify)*
_____

1. Team Member Status: *Check (√) all that apply.*

_____1. Full team leader
_____2. Full team member
_____3. Mini evaluator
_____4. DPI consultant
_____5. Management evaluation area
_____6. Discipline evaluation area
_____7. Special needs evaluation area

2. How many On-Site Visitations (full and mini) have you served on? *Check (√) one.*

_____1. One
_____2. Two
_____3. Three
_____4. Four
_____5. Five
_____6. Six or more

3. Did serving on an On-Site Team Visitation have an impact on your professional growth, or function as an inservice training session? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

4. Did serving on an On-Site Team Visitation have an impact in the development of a network of personal contacts in Vocational Education within your region? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

5. Did serving on an On-Site Team Visitation have an impact on how you do your work as a vocational educator (i.e., change in practices or principles of vocational education)? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

... over please ...

6. DID SERVING ON AN ON-SITE VISITATION HAVE AN IMPACT ON YOUR HOME SCHOOL'S VOCATIONAL PROGRAM (I.E., SPINOFF FROM ON-SITE SCHOOL TO HOME PROGRAM)? *Check (√) one.*

____1. Yes, *Go to item 7.*

____2. No, but ideas gained from on-site experience were utilized in discussions. *Go to item 7.*

____3. No. *Go on to item 24.*

7. What was the degree of impact (change)?

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____ 8. Advisory Committee Member(s)
____ 9. District Administrator
____10. Employer(s)
____11. Guidance Staff
____12. LVEC
____13. Outside Resource Person(s)
____14. Principal(s)
____15. School Board Member(s)
____16. Special Needs Staff
____17. Student(s)
____18. Vocational Department Head(s)
____19. Vocational Instructor(s)
____20. General/Academic Instructor(s)
21. Other _____

22. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/no agenda, Vocational Department meeting/no agenda, etc.)

____3. structured, not regularly scheduled (i.e. called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

23. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

24. DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT IN DEVELOPING RECIPROCITY BETWEEN SCHOOLS IN YOUR REGION (I.E., THE RELEASE OF VOCATIONAL STAFF MEMBERS TO SERVE AS ON-SITE EVALUATORS IN EXCHANGE FOR OTHER VOCATIONAL EDUCATORS COMING TO HOME SCHOOL FOR ON-SITE VISIT)? *Check (√) one.*

____1. Yes, *Go to item 25.*

____2. No, but ideas gained from on-site experience were utilized in discussion. *Go to item 25.*

____3. No. *Go on to item 42.*

25. What was the degree of impact (change)? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____26. Advisory Committee Member(s)
____27. District Administrator
____28. Employer(s)
____29. Guidance Staff
____30. LVEC
____31. Outside Resource Person(s)
____32. Principal(s)
____33. School Board Member(s)
____34. Special Needs Staff
____35. Student(s)
____36. Vocational Department Head(s)
____37. Vocational Instructor(s)
____38. General/Academic Instructor(s)
39. Other_____

40. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e, coffee break, spontaneous contact in office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/no agenda, Vocational Department meeting/no agenda

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

41. When did this impact occur? *Check (√) all that apply.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

... over please ...

42. DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT ON FINANCIAL CONSIDERATIONS WITHIN YOUR HOME SCHOOL (I.E., CHANGES IN PERSONNEL, EQUIPMENT, OR PROGRAM RECOMMENDED AS A RESULT OF YOUR EXPERIENCE IN AN ON-SITE TEAM VISIT? *Check (√) one.*

____1. Yes, *Go to item 43.*

____2. No, but ideas gained from on-site experience were utilized in discussion. *Go to item 43.*

____3. No. *Go on to item 60.*

43. What was the degree of impact (change)? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____44. Advisory Committee Member(s)
____45. District Administrator
____46. Employer(s)
____47. Guidance Staff
____48. LVEC
____49. Outside Resource Person(s)
____50. Principal(s)
____51. School Board Member(s)
____52. Special Needs Staff
____53. Student(s)
____54. Vocational Department Head(s)
____55. Vocational Instructor(s)
____56. General/Academic Instructor(s)
57. Other_____

58. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., coffee break, spontaneous contact if office, lounge, etc.)

____2. unstructured, regularly scheduled (i.e., Advisory Committee meeting/no agenda, Vocational Department meeting, no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., School Board meeting, etc.)

59. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

60. DID SERVING ON AN ON-SITE TEAM VISITATION HAVE AN IMPACT IN FACILITATING AND DEVELOPING STATE-WIDE ARTICULATION IN VOCATIONAL EDUCATION? *Check (√) one.*

____1. Yes, *Go on to item 61.*

____2. No, but ideas gained from on-site experience were utilized in discussion. *Go to item 61.*

____3. No, *Go on to item 76.*

61. What was the degree of impact (change)? *Circle one number.*

No Impact	Little Impact	Moderate Impact	Considerable Impact	High Impact
1	2	3	4	5

- What people were involved in making this change? *Check (√) all that apply.*

____62. District Administrators
____63. DPI supervisors
____64. Guidance Counselors
____65. LVECs
____66. Outside resource persons
____67. Principals
____68. Special Needs Staff
____69. Vocational Department Head(s)
____70. Vocational Instructors
____71. General/Academic Instructors
____72. VTAE staff
____73. Other_____

74. In what situations did the decision for these changes take place? *Check (√) all that apply.*

____1. unstructured, not regularly scheduled (i.e., spontaneous contact at other schools, conferences, meetings, etc.)

____2. unstructured, regularly scheduled (i.e., called meeting, no agenda, etc.)

____3. structured, not regularly scheduled (i.e., called meeting with agenda, etc.)

____4. structured, regularly scheduled (i.e., summer Conference, regular area LVEC meetings, etc.)

75. When did this impact occur? *Check (√) one.*

____1. within 3 months
____2. 3 - 6 months
____3. 6 months - 1 year
____4. 1 - 2 years
____5. after 2 years

... over please ...

76. DESCRIBE THE SIGNIFICANT IMPACTS YOU EXPERIENCED AS AN ON-SITE TEAM MEMBER.

_____

_____

_____

_____

please return by mid-December, 1980 to:

Elizabeth Klitzke, Co-Director
Secondary Vocational Evaluation Project
Center for Vocational, Technical and Adult Education
UW-Stout
Menomonie, WI 54751

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Dear

Enclosed is a draft copy of the _____ High School case study of the impacts of participating in a Secondary Vocational Education Evalution. It is based on conversations that I had with you and other individuals at _____ High School on _____.

As you may recall, _____ is one of six schools that I visited in late fall, 1980, and have subsequently written case studies about. I am writing to the LVEC at each school asking for reactions to that particular case study. The overall report of impacts on schools and team members of participating in a secondary vocational education evaluation will be finished in late May or early June. If you are interested in a copy, let me know.

The format of the case study and the issues on which it focuses follow a framework developed as a part of my overall study of impacts. This case study will be used to add a qualitative dimension to quantitative survey data. As I expressed in our initial conversations, _____ is not idenfitied in the narrative; it is designated as "School _.

I would like your personal and professional reactions to the case study as drafted; an edited version of your comments (anonymously presented) will become an addendum to the case study in its final form. The following questions will help to structure your response:

1. Is there any additional background information that should be included?

2. Is the Utilization section an accurate description of how priorities were set from recommendations in the On-Site Team Report?

3. Does the case study represent an accurate picture of impacts from the Self Evaluation and On-Site Visitation at _____ High School ("School _")?

4. Were there other impacts of the evaluation that have not been covered?

5. What does this kind of case study offer you (if anything) towards a better understanding of the evaluation - decision-making process in general? Does it have any <u>practical</u> applications?

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A post paid return envelope is enclosed for your use in returning your reactions to the case study to me. You do not need to return the case study draft. Please do not copy this document as it is not a finished manuscript.

Your assistance in carrying out this study has been invaluable. I appreciate your willingness to set up the original interviews, and your comments and reactions to the written case study. Please return to me by _____. Thank you for your time.

Sincerely,

Elizabeth Klitzke, Co-Director
Secondary Vocational Education Evaluation Project
Center for Vocational, Technical and Adult Education
(715) 232-1658

EK:mcw

Enclosures

END

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JAN. 11 1982